BOSTON UNIVERSITY
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DO EMOTIONAL MALADJUSTMENTS SPOIL JOB CHANCES?

A Thesis

Submitted by

Natalie Ruth Klein

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PREFACE

The writer wishes to make a grateful acknowledgment of the assistance given her by the Family Society of Boston in making available to her the records upon which this thesis is based. In particular, the writer feels indebted to Mrs. Friend, Vocational Consultant of this agency, for her valuable guidance and supervision.

Chapter I

Introduction

The writer was one of the scorers on a research project being conducted by the Vocational Counseling Department of the Family Society of Boston under the direction of Mrs. Jeanette G. Friend, Mrs. Louise P. Holt, and Mr. Ernest H. Haggard. That study seems to the writer an attempt to determine scientifically what factors in the early development of an individual cause certain reactions in adult work, reactions which influence the individual's job adjustment and his ability to produce. In order to do this, records of clients who had been served by the Vocational Counseling Department were first analyzed in detail. To enable these case analyses to be used for statistical purposes, a detailed schedule of questions was formulated by the directors of the project. Each question was numbered and several possible answers given for each, usually in the form of a continuum showing the degree or quantity of a factor or item. Each answer was designated by a number. The scorer analyzing the case could then designate her choice of answers to a particular question by circling the appropriate number on a score sheet. The backgrounds and reactions of different clients could then be compared by comparing the scores representing the answers to the different questions. If in scoring an item the scorer felt that one answer represented something of particular significance to the client, she indicated this by first putting a circle around the number representing the answer of her choice, and then putting a second circle around all the numbers designating the possible answers to that item. Thus, if,

in scoring item 21, "Illness of client as a child,"[1] the scorer felt that the first possible answer, "a great deal"[2] was of particular significance to the client, she would indicate this by first circling the number one and then circling all three numbers for that item.

Purpose of Study

Item 33a on this schedule of questions is "Tendency of client to spoil his own job chances"[3]. It is this item which the writer has chosen as the basis of her research. For this thesis she will analyze again in greater detail ten cases which were used in the original study, with the purpose of attempting to find out why these clients spoil their own job chances, and how they are doing it. To be more specific, the writer would like to determine (1) what mechanisms the client is using that spoil his job chances,--that is, prevent him from achieving vocational success commensurate with his vocational abilities. For example, does the client lose jobs because his work habits are bad, although the work itself is good? (2) The writer would like to determine the reasons behind the use of these mechanisms, what in the client's background has caused the formation of these behavior patterns, and what gaps he is trying to fill in by using them. For example, are the client's work habits poor because he resents conforming to authority, and is this resentment due to earlier resentment against parental authority?

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[1] Vocational Research Schedule

[2] Ibid

[3] Ibid

The writer believes that factors in the individual's early life background, his emotional development and satisfactions or dissatisfactions, directly cause certain specific behavior patterns which in work may manifest themselves as tendencies to spoil job chances. She hopes, in this study, to find in the cases analyzed indications that will substantiate this belief. She assumes before she begins that people carry over from their early experiences into later life patterns of behavior and ways of reacting to others. This assumption, which the writer feels has been one of the basic conceptions of her training in social work and therefore not unwarranted, has been strengthened in regard to the subject being studied by an examination of the "extras" written by the scorers on forty of the cases used in the original project. These "extras" are paragraphs written by the scorer on each case in which she discusses any factors of importance in the particular case which she feels have not been covered adequately by the schedule, and generally gives a brief summary of the most important dynamics of the case. On going over forty of these "extras", the writer felt strongly that not only did they point out that the client's early background caused him to reach a certain level of adjustment, but that the correlation between the satisfactions that he had been deprived of in early life and the things he was looking for on the job was very close, that in his job, his reactions, if examined closely, could be seen to be ways of obtaining the things he had missed before this. A few examples will show more clearly what caused the writer to receive this impression. The following are quotations from some of the "extras". Each number represents a different case.

1. "Psychotic father, periodically committed - completely bedridden arthritic mother - household ruled by women - fanatic moralistic church - all deprived him of outlets and companionship - constant attention on mother caused effeminate tendencies in adolescence - his excessive fears, love of clothes, self-love, are striking - seems to feel that no one (mother or father) has done anything for him, ergo, he will not try to get ahead - a type of selling is fairly well geared because he had no hesitation in asking for things and can work when he wants - inability to bear down a liability however-passive and doesn't seem to feel things deeply."

2. "hopelessness and feeling of being trapped are marked - also apparent and perhaps linked in his feeling of not being able to measure up so that he is afraid and loath to try and extricate himself - his obesity may be a factor (grandular malfunction probable) as undoubtedly his mother's overprotection and the absence of male identification - is carrying a heavy load of generalized hatred."

3. "chief source of job satisfaction derives from friendships with fellow workers, filling in shortage in early life, but still the 'good little girl' on jobs - repeats passive antagonism towards mother in relation to husband - great emphasis on independence from children as well as mother."

4. "parents strict and undemonstrative - probably felt unloved and unappreciated - strong feeling that he does not know enough - perhaps family didn't help enough - that he wasn't appreciated (others earning more) - seems easily discouraged, hopeless, and trapped - now that there are jobs he can't get a release - Mrs. P. seems spiteful and over-aggressive in pushing her husband - takes courses where Mr. P. fails and probably reminds him often that brothers are college graduates - he seems to fight this by inactivity."

5. "entire job life conditioned by early development - mother a very difficult person - probably had rigid idea for J. which he could not fulfill - will probably always over-reach and react compulsively-struggling to show people that he is better than his brother - also more of a man - gym activities etc. to reaffirm his self-esteem and individuality and omniscience-but with such compulsion that untempered by judgement."

6. "deep-seated sense of dissatisfaction with himself that carries over constantly into everything he does - domineering father a factor - wife constantly dissatisfied with his achievements - rationalizes part of this feeling away by putting it on externals but some conscious feeling always remains - whole philosophy seems to be 'Nobody ever appreciated me or ever will, ergo, I will get even by not trying very hard, or bearing down' - seems to have given up - wife makes a female out of him - money has great meaning and cut in salary an 'insult'."

The writer did some reading in Karl Menninger's "Love against Hate"

which still further strengthened her feeling that work is utilized as an expression of established behavior patterns and as a means of compensating for former deprivations. In Chapter 6, the chapter on "Work", Dr. Menninger says that "of all the methods available for absorbing, the aggressive energies of mankind in a useful direction, work takes first place."[4] He goes on to explain this by saying that, "the connections of work with the destructive instinct are close and clear . . . . All work represents a fight against something, an attack upon the environment . . . . To the extent that something is mastered, some kind of resistance is broken down or overcome. . . . It is the modification of this destructive energy in such a way as to achieve the creation of something that distinguishes work from wanton destructiveness . . . . In work, as contrasted with purposeless destruction, the aggressive impulses are molded and guided in a constructive direction by the influence of the creative (erotic) instinct . . . . We could define drudgery as that form or aspect of work in which the satisfaction of the aggressive element is not combined with sufficient erotization to give some degree of conscious satisfaction in the work itself. The satisfaction in work may be related to the product, as for example the pleasure an artisan receives from making a beautiful vase or an author from writing a good book. Or it may be related to the approval received from a superior, or the feeling that the work has been done for his sake. Or the pleasure may be derived from a sense of companionship,

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[4] Karl Menninger, Love Against Hate.

esprit de corps, brotherhood. Finally it may be derived from some erotization of the actual techniques involved in the performance of the labor itself . . . . All of the above are ways in which the erotic instinct can actually neutralize the destructive elements in the work sublimation. . If work is done only by compulsion, external or internal, if it gives none of the pleasure just mentioned, it is felt to be drudgery and it is not a complete sublimation."[5] Instead of an automatic and comfortable conversion of the aggressive energy into useful channels there is a neurotically determined attempt to over-exploit this advice and thus to overtax it. As a result, the unexpressed aggressions gradually accumulate until they threaten to break through into consciousness. Since the individual cannot express his aggression directly, he turns the excess back upon himself. It "makes itself felt by suffering (depression, physical ills), by self-effacement, by self-abnegation, and in a particularly vicious way by actual interference with the method of cloaking the aggressions, the work sublimation . . . . Such breakdowns . . . . probably arise not only because of accumulating unexpressed aggression but also because of some unperceived emotional disturbance to which"[6] the individual is particularly vulnerable.

Dr. Menninger also discusses the unconscious motives that influence vocational choice. There may, for example, be a conscious identification with the father in following his profession but unconsciously the motive may be a repressed impulse to compete with, eclipse, or supersede the

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[5] Ibid, pp. 134-139.

[6] Ibid, pp. 143-144.

father. Similarly the son who disappoints his father by rejection of the parental hopes may be unconsciously deterred by love of the father, or by fear of entering into competition with him. The unconscious attitude toward the mother may influence his choice one way or the other.

The writer felt that this discussion on work pointed out certain things for her to look for: individuals who for one reason or another were not able to get rid of their aggression in normal ways, and therefore have an excess left over which they bring into their work, the relationships of the clients with both parents, and compulsive reaction. Is the man, for example, who was never able to express his normal aggression towards his father using mechanisms which prevent his getting along well with a boss and by the use of these mechanisms spoiling his job chances? Are these mechanisms which prevent his getting along well with a boss positive or negative ones? Can we see, as we trace the client's development through early life and into his job, patterns of compulsive repetition or reversal of early situations? These are the types of questions which the writer would like to attempt to answer in this study.

Scope of study, sources of data and method of procedure

As was mentioned previously, the writer is using ten cases taken from the original research project. These cases were selected in the following manner. During the ten years that the Vocational Counseling service has existed, it has had contact with approximately four hundred people of varying ages and backgrounds. Out of these four hundred, eighty were selected on which such a great amount of background material was available that it was possible to analyze several phases of the individu-

al's life. These eighty are cases which were referred to the Vocational Counseling Service from the districts of the Family Society, and a good many are long-term family welfare cases. A look at the schedule of questions will show the reader the comprehensiveness of the analyses and therefore the types and the extent of material needed on each case to be used in this study. The reader will observe that the schedule is divided into nine sections, covering the following general topics:

I. General Data On Client
II. Early Life Of Client
III. Mature Family Life Of Client
IV. Client's First Job(s)
V. Client's Reaction To Counseling
VI. Client's General Patterns And Reactions to Jobs
VII. Reactions of Client to Specific Types of Work
VIII. Reactions of Client to Specific Condition of Work
IX. Client's General Work Capacities and Indexes of Change

In general these sections are well delineated as to the type of information asked for, but there have been some changes made since the schedule has been in use, and some of the items are in sections other than the one in which they belong. This merely affects the place where the scorer will put her answer to a particular question, not the validity of the study, since for purposes of comparison as between cases the items can be put back in the sections where they belong. For example, some of the items in Section VIII, such as those covering the indirect expressions of resentment to certain family conditions, really belong in Section III along with the items covering the direct expressions of these same emotions. Although for purposes of scoring they are left in Section VIII, when the scores are used for statistical and comparison purposes, they are consid-

ered to be part of Section III. A copy of the schedule is included in the Appendix so that the reader may see for himself what it covers.

To repeat, eighty cases were selected on which the material available contained the information called for by the schedule. This material was obtained from the following sources.

In the Vocational Counseling Service, the client is given a battery of tests to determine both his general intelligence and his special abilities, sales, clerical, mechanical, dexterity, imagination, and so forth. In addition he is asked to state his vocational interests with his reasons for them, and to indicate not only the type of work that he would like to do, but what he would consider the ideal job on a completely free choice. Included in the test material are Vocational Interest Inventories which give more insight into the client's reactions and likes and dislikes in the field of work. From all this material, and from the client's reactions to the tests and to the testing situation, cues as to his personality may be obtained. Interviews are held with each client ranging frequently over a period of years from which a great deal more about him can be learned: his reaction to aid and ways of using it, his reaction to frustration, to particular job situations, his initiative in job hunting and on jobs, the extent of his desire to work, the kind of job he really wants and the factors in work which are really important to him, and information about his personal relationships, past and continuing.

Cases used in the study are those of clients referred from the districts of the agency. Records are therefore available from the social workers in these districts. Frequently the family was known to the worker

for years before the client was referred to the Vocational Counseling Service. The client's development has been observed over this period. His family background, the economic pressure under which he has lived, his parents and the relationship between them, his siblings and the relationships between them and the relationships between the client and his siblings, the client's school progress, his vocational progress and reactions to his work, his marriage and relationships with his wife and children, and his continuing relationship to the agency, have been watched and help given to different members of the family on various problems. In scoring a case, all this material is used from which to obtain the information called for by the schedule. Two scorers trained in case work or vocational guidance or both do each case, and then discuss together and reconcile all differences. The reader will note that some of the items on the schedule call for details. These details are written by the scorer on the back of the score sheet. There are also a certain number of items on which the scorer is permitted to revise the wording of the question to make it apply more closely to the case being analyzed. These items are designated by a circle around the item number on the schedule. The ten cases used by the writer had already been analyzed, two of them by the writer herself. She therefore had available to her not only the records from both the Vocational Counseling Service and the districts of the agency, but the score sheets which had been filled out for each case, with the comments by the scorers. For her case presentations, the writer read all of the records on the client, analyzed them herself, taking notes on material which she felt was most pertinent to her topic, and compared her

conclusions with the score sheets already done.

Out of the eighty cases analyzed in the study, there were eighteen on which the item 33a had been scored 1, or "strong or repeated tendency of the client to spoil his own job chances", and this reaction was designated as one of particular significance to the client. Because all eighteen had been chosen for the original project as cases which had material adequate for the answering of the questions of the schedule, and because all eighteen were scored equally significant on this particular item (33a), the writer feels that the selection of any ten of them would give a representative sample of the group. The ten used in this thesis were selected for convenience, since some of the eighteen were being used for other parts of the study at the time it was being written.

However, the writer realizes that ten cases are too small a sampling from which to come to any definite conclusions. She is attempting to find the specific ways in which these ten individuals spoil their job chances, and any indications that there are similarities throughout the group, and that these ways of spoiling job chances are related to the family histories of the clients. She also hopes to find indications that further research on this subject would be valuable.

The writer will analyze each case separately. Included in each case's analysis will be the scores of the client on the following items abstracted from the Vocational Research Schedule:

Item number	31	Slightly stronger than average negative feelings
	49	Resentment of dependence of family directly expressed

57a Resentment of dependence of family more indirectly or unconsciously expressed
50 Resentment of domination of family directly expressed
69a Resentment of domination of family more indirectly or unconsciously expressed
69 Amount of abasiveness or self-distrust directly expressed
76a Amount of abasiveness or self-distrust more indirectly or unconsciously expressed
19a Fear of failure more directly expressed
27b Fear of failure more indirectly or unconsciously expressed
22a Type of reaction to frustration
24a Type of reaction to frustration, A
26a Type of reaction to frustration, B
54a Reaction of the client to sharp competition

The writer chose these items because it seemed to her that they covered reactions which could be spotted by a counselor in the course of interviews with the client and because she felt that these reactions were of particular importance in explaining the client's tendency to spoil his job chances. Stronger than average negative feelings towards parents, for example, might be carried over and affect the individual's relationship with his or her boss. Resentment of domination might develop a resentment against authority. Resentment of dependence of family might be a basic reason for spoiling job chances, being expressed as an unconscious desire not to do well. Abasiveness or self-distrust, and fear of failure, are indications of a feeling of inadequacy which, when constantly compensated for, may result in behavior patterns which spoil their job chances.

A difference between the direct and indirect expressions of certain emotions (unconscious expression of emotions not consciously expressed) would indicate to the counselor the importance of looking for unconscious manifestations of resentments, fears, etc. The way that a person reacts

to frustration also may be a way of spoiling job chances, as may withdrawal from competition.

The reader will observe that those items which were in the wrong sections in the original schedule have been put in their right places in the preceding list.

The writer would like to obtain a composite picture of the mechanisms used by ten people who have a strong tendency to spoil their job chances. She would also like to see if in the early backgrounds of these individuals there are similarities, and relate these factors in early background to the reactions exhibited on jobs which are detrimental to vocational adjustment. The last chapter of the thesis will be devoted to this.

An investigation by the writer of the recent editions of the various psychological, sociological, educational, economic, and personnel journals, as well as the psychological abstracts, revealed no study similar to that of the Vocational Counseling Service. The work in the field of vocational counseling has been primarily in the direction of improving the standard method of fitting the worker to the job. This method is, first, measuring the worker's capabilities by means of tests - general intelligence; specific academic, and mechanical tests, particularly of the specific dexterities needed in performing certain job operations. Second, the job is analyzed by means of time and motion studies, and the specific skills needed to perform the operations involved are determined. The worker is then fitted to the job which requires the use of abilities in which he scores high on the tests. Almost nothing was recorded which indicated consideration of the worker's personality and emotional qualifications for

the job, either for the type of work to be performed or for the job situation in which he would be required to function. [7] Several articles, however, mentioned the need for this type of research.

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[7] John Haskins, M. D., "Psychiatry in Personnel Management", Personnel Journal, April, 1942, This article discusses a study conducted by Dr. Alexandra Adler of Boston on 130 workers who had repeated and multiple accidents, in which the incidence of accidents is related to the early home backgrounds and emotional patterns of the individuals involved.

Chapter II

Ten Case Studies

The following chapter consists of ten case studies. These cases have been analyzed in an effort to determine specifically in what ways the client spoils his job chances, and what factors in his family life cause him to do this. All names used in the case presentations are fictitious, and all quotations are from the case records of the Family Society of Boston.

The cases are presented in the following order:

Case number	1	Maluf, William
	2	Stevens, Rhoda
	3	Carey, John
	4	Riley, Eleanor
	5	McFarland, Robert
	6	Novak, Joseph
	7	Hutchins, Lou
	8	Cartier, Ronald
	9	Gardner, Richard
	10	Sullivan, Paul

Case #1

Maluf, William

Introduction and Family History

Mr. Maluf, an extremely well educated man of thirty-four, a college graduate with graduate work in business administration, came to the Vocational Counseling Service shortly after the birth of his first child, when he felt the need to obtain work with a salary adequate for the support of his family. He had never utilized his training, and had had a series of unskilled jobs. He was working on the W. P. A. at the time of his referral.

Mr. Maluf came to this country from Albania at the age of thirteen. The family underwent terrible poverty and deprivation there, and he felt very insecure. He remembers distinctly standing in bread lines at the age of seven and then not getting food because the supply ran out before his turn came. The adjustment to a new country was apparently difficult for him, and he was never able to completely take over the language. In spite of his extended education and special efforts in the form of diction courses, he has retained his Armenian accent, a fact of which he is very conscious and which he considers a handicap in obtaining employment.

Two years after his arrival in the U.S., Mr. Maluf's mother died. His father remarried, and he must have felt even more deserted. It is interesting to note that although he has two sisters he speaks of his father as his only relative. He is closely identified with his father, and admires him greatly. He describes him as mild-mannered, a philosopher,

a believer in education although he himself had very little, and yet at the same time practical and successful in his business. His mother he describes as not very bright, and not interested in intellectual things. Mr. Maluf repeats his father's mildness and interest in philosophy, and his choice of a wife. He also married a woman inferior to him intellectually, and not interested in the things he is.

Mr. Maluf's identification is with the underdog. His wife is a crippled Jewish girl, and he allies himself with the foreign elements in this country, preferring to live in foreign neighborhoods, and wanting to work with foreigners helping them to adjust to the U.S. Because of Mrs. Maluf's defect, she must have domestic help, necessitating increased earning on his part. By such a marriage he makes things harder for himself. He punishes himself further because his wife is an aggressive woman who is dissatisfied with him and with his achievements. Family life is extremely important to him, and his wife says that he becomes so attached to the people he is close to that he is helpless without them. When he is away from her he becomes so despondent that he even neglects his personal appearance.

Reactions to jobs and counseling

Mr. Maluf's education is training in management. This alliance with management he consistently rejects saying that he cannot work for private industry because he does not approve of its methods. After he finished graduate school, he held several very menial jobs, and then, through the employment service at his school, got a job as accountant for a manufacturing firm outside of Boston. The salary was low, and his wife

returned to Boston to get a job and save some money for her confinement. Mr. Maluf was lost without her, and when the company lost its accounts because it was not engaged in essential work and was unable to get raw materials, he was happy to leave. He refused to return to the school for further assistance and went on the W.P.A. He was doing research work, and was satisfied, feeling no loss of pride because it was relief work. However, the low salary necessitated his making a change. Again he refused to go back to the school, and did not utilize any of the suggestions given to him at the Vocational Counseling Service. Instead he got a job as storekeeper in the navy yard, a job where the salary was adequate, but where he was doing unskilled work, and work which would not last after the war.

Because of the pressure put upon him by his wife, he returned to the Vocational Counseling Service, but again did not utilize any of the suggestions given him. He removed himself from the problem and discussed books, philosophy, and politics rather than his own situation. Although he claimed that his work was not intellectually satisfying to him, he obviously did not emotionally dislike it. He established as criteria of success pride of personal accomplishment on a job, and a feeling that the work is useful, and then gave examples of how his job at the navy yard satisfied these conditions. He talked frequently about the mildness of his features, of his speech handicap, and of his feeling that he did not have the bargaining instinct necessary for business transactions, and would never have an important job. Although he said that he would work only for the government, he found excuses to refuse government jobs in line with his training that were offered to him. His failure to utilize the war boom

period as a means of getting needed experience for post war employment is not due to inertia. It is an active attempt to avoid utilizing his training or working to capacity.

Interpretation

Mr. Maluf's refusal to utilize his training suggests a strong fear of any job situation where he will have to compete. He persists in working on a level so far beneath his capabilities that there is no chance of his failing. He rationalizes his reasons for this by his disapproval of management and identification with the underdog, and finds ways of proving to himself that any job can give him the essentials of success. At the same time he clearly shows his feeling of personal inadequacy by his constant self-disparagement following attempts to encourage and stimulate him. His marriage to a woman intellectually his inferior shows again this desire to avoid competition, as does his desire to live in foreign neighborhoods where his own foreignness will be unnoticeable. He wants the protection of government work, but even that protection is not enough to enable him to compete with others having intelligence and training equal to his own. His wife's constant dissatisfaction with him, and the obvious fact that his lack of job progress is not due to lack of opportunity, are not enough to make him feel really uncomfortable in his situation. He compensates for the lack of intellectual stimulation on his job by retreating into a world of philosophy and abstractions when at home, and unskilled work seems to be what he really wants. Essentially a responsible person, he is punished for his failure to provide for his family as well as he could by his wife's nagging, and punishes himself further by disparaging

himself. This tendency to masochism seems to be a strong one, and "success would probably be hard to take".

Mr. Maluf's insecurity seems to have been engendered in him in early childhood, and intensified by the desertion of his parents and his difficulty in adjusting to a new culture. His dependence upon the people he is close to shows how fearful he is of desertion. His unfavorable comparisons with his father, who has all of his good qualities and at the same time is a practical and successful businessman, probably increase his feeling of inadequacy.

Mr. Maluf's score on item 31, "Slightly stronger than average negative feelings", is 2, or "towards same-sex parent". His score on "Resentment of dependence of family directly expressed", is 2, or "some". On the same thing indirectly expressed his score is 1, or "strong". On "Resentment of domination of family directly expressed", his score is 3, or "little or none". On the same thing indirectly expressed, he is scored 2, or "some". On "Amount of abasiveness or self-distrust directly expressed", he is scored "some", and on the indirect expression "a good deal". On "Fear of failure directly expressed" he is scored "some" and on the indirect expression "strong". On "Reaction to sharp competition", he is scored "unfavorable" with this reaction designated as one of particular significance to him.

Specific ways in which the client spoils his job chances

Mr. Maluf's active withdrawal from any potentially competitive situation, his renouncing of personal ambition and establishing for himself other criteria of success, his insistence on working only for the govern-

ment, his failure to utilize assistance offered or to utilize the present manpower shortage to prepare himself for post-war employment, his excessive dependence upon a wife who is his inferior and who is dissatisfied with him, his ability to compensate for lack of intellectual stimulation on a job by retreating into philosophy and abstractions at home, and his disparagement of himself in the face of attempts to encourage him, seem all to be based on a fear of showing his inadequacy combined with a strong need for self-punishment. These are all ways in which he spoils his job chances.

1. refusal to work in a competitive set-up
2. renouncing of personal ambition
3. establishing personal criteria of success into which he can fit almost any job
4. insistence on working only for the government when in his field better opportunities exist in private industry
5. failure to utilize assistance offered to him
6. failure to utilize the present boom period to prepare himself for post-war employment.
7. excessive dependence upon a wife who punishes him but does not stimulate him
8. ability to make up for lack of stimulation on a job with great ease
9. disparagement of himself when attempts are made to encourage him
10. failure to utilize training
11. compulsive factor in his studying and philosophizing

Case #2

Stevens, Rhoda (Mrs.)

Introduction and Family History

Mrs. Stevens, thirty-five years old, a widow with three children, was referred to the Vocational Counseling Service in 1940. She was working on the Writer's Project of the W.P.A. and expressed a desire to find employment in private industry. Her qualifications were good. She was intelligent, attractive, quite well-trained, and had experience in secretarial and editorial work, the field in which she was interested. However, job hunting was so painful to her that she was unable to find anything at this time.

Mrs. Stevens was the first girl, born after four or five boys, and the oldest of several sisters. Her mother was completely dependent upon and dominated by the maternal grandmother, to the point where she allowed herself to be separated from her husband, who could not endure the grandmother's constant domineering. Mrs. Stevens' mother died when she was eleven and the children remained with the grandmother. The maternal grandfather had work which kept him out of the home most of the time, so that Mrs. Stevens was brought up in a household completely run by a woman. She always blamed her grandmother for depriving her of her father, and said that as a child she was shy and reserved and always upset about the family situation. Her sisters were jealous of her and of her ability to solve her problems without their assistance, and she was very rivalrous with them. There was little family feeling. The children all left home as soon as possible to escape from the grandmother, and did not maintain

contact with each other.

In this home, Mrs. Stevens, as the oldest girl, "may have received the brunt of her grandmother's aggressiveness and borne responsibility which should have gone to her mother". She felt deeply rejected. She says that some of her brothers made unwise marriages because of their anxiousness to get out of the home, and that she herself would probably not have married as she did were it not for the same reason.

Mrs. Stevens said that she left college at the end of her third year to get married. Her husband also had some college, but did not finish. She says very little about him, but he appears to have been a rather weak and ineffectual man. After he was killed in an accident in 1931, she returned with her children to her grandmother's home. She hated it there, and in 1933, the agency assisted her in setting up an apartment of her own.

Mrs. Stevens rejects her own children, and deeply resents their dependence upon her. She feels that they are preventing her from remarrying, and says at one time that she is sick and tired of the responsibility of her family. At the same time she puts emphasis on her desire and ability to be independent. To compensate for her rejection of the children, she tried to control them excessively, interfering with their choice of friends, occupations, etc. She criticises and derogates others in positions of authority with respect to her children, complaining about their schools and teachers, and about the director of the recreational program in the housing project in which they live. At the same time she sends them away to camps at every possible opportunity, and they feel

keenly her rejection of them.

Reactions to jobs and counseling

Shortly after her husband's death, Mrs. Stevens met someone who was soliciting students for a business school, and was persuaded to go when the school promised assistance with tuition. She never paid back all the money she owed them, and as a result, was unwilling to approach them for assistance in finding employment. She had a few short time typist jobs for college professors, and then went on the Writer's Project of the W.P.A. She was extremely wrought up over the political intrigue there, and had constant difficulty with her supervisor, a woman. Mrs. Stevens felt that the supervisor was not well informed on her subject, and was jealous of her. She felt that her work was unappreciated, and that she was being prevented from doing anything of importance. She decided to look for a job in private industry, but became so nervous and ill when job hunting that she had to stop. She felt that she was being discriminated against because of her age, that she was not being treated as an individual, that the conditions under which she had to demonstrate her ability as a typist were unfair, and that she was being given a run-around by the employment agencies. She discussed these things at the Vocational Counseling Service, in a manner that was hostile. She was almost paralyzed with fear. Although suggestions were given to her, and although the importance of pointing up her assets in applying for jobs was discussed with her, she was unable to use this help constructively, and did very little about looking for another job until the W.P.A. closed. During a temporary layoff, she tried job hunting again for a short time, but her experience was

the same as before. Again she became nervous and ill, again she felt she was being discriminated against and bandied about, and again, although she spoke of being encouraged, she was unable to use constructively the assistance given her by the Vocational Counseling Service. She said that the government was like a parent to her and that she was afraid to compete in private industry. She applied for financial assistance until her reinstatement on the W.P.A.

When the W.P.A. closed, the Vocational Counseling Service helped Mrs. Stevens to get a job doing secretarial and some editorial work. Her supervisor was again a woman. She was a difficult person to work for, and interfered in Mrs. Stevens' personal life, saying that she was too interested in men and neglected her children. Mrs. Stevens was extremely sensitive to her, and her reactions paralleled those she had had towards her supervisor on the W.P.A. She said that her suggestions for improving office efficiency were rejected, that she was unappreciated, that the supervisor was jealous of her superior ability and would not let her do anything of importance, that all responsibility was taken away from her, etc. She continued to quarrel with the supervisor and was finally asked to leave. She had been calling the agency or coming in each time the difficulty on her job became acute, but the clash between her personality and that of her supervisor's was so strong that she was unable to handle the situation.

Mrs. Stevens' next job was in the editorial department of a large publishing house. Here her immediate supervisor was a man. The office atmosphere was friendly but impersonal, and the company is a paternalistic

one where salaries are low but the job security is emphasized. Mrs. Stevens is getting along much better, and said that she enjoyed her work very much.

Interpretation

On jobs, Mrs. Stevens shows a feeling of constant rejection and unappreciation which parallels the feeling she felt within her family. To bolster her own self-confidence she criticises and derogates those who are in a position of authority over her. These reactions handicap her on jobs, and also in job hunting. Because of them she becomes easily discouraged and even physically ill.

Mrs. Stevens' difficulties are particularly marked when she comes in contact with a woman boss. Having been brought up by a domineering grandmother whom she deeply resented and blamed for depriving her of her father, she has a violent reaction to authority in the person of a woman. Her feeling of rejection and unappreciation becomes intensified, as does her resentment of the fact that she is in a subordinate position and can be dominated. She finds it increasingly necessary to prove her superiority by criticising her superior, and to attempt to get in control by offering suggestions for changing certain office procedures.

Mrs. Stevens seems to have felt a good deal of ambivalence with respect to her early home. In spite of her deep resentment, she goes back to it as soon as she is left alone after the death of her husband. This ambivalence is repeated on her jobs and in her personal life. Although she emphasizes her desire to be independent, she stresses the importance of security on jobs, and wants to work for the government where she is

protected. She shows ambivalence in her relations with the agency, coming in for help continually and then being unable to use the assistance given her. She married a man who is weak, and yet is dissatisfied with him because of his weakness. She resents having to take care of her children, and yet resents anyone else who has authority over them.

Mrs. Stevens' emphasis on education (on checking with the college that she stated she had attended no record of her could be found), her fear of competing in private industry, her need to derogate others, and her abnormal sensitivity to any felt or imagined lack of appreciation, indicate a feeling of inadequacy for which she is constantly compensating. She is afraid of repeating her mother's weakness, and shows her fear of domination by her resentment of it and her efforts to be in control of a situation.

On item 31, "Slightly stronger than average negative feelings", Mrs. Stevens is scored 2, or "towards same-sex parent". On "Resentment of dependence of family directly expressed", she is scored 1, or "strong". Her score on the same thing indirectly expressed is also "strong", and designated as of particular significance to her. On "Resentment of domination of family directly expressed", she was scored "little or none" and on the same thing indirectly expressed, "strong" with this reaction considered one of particular significance to her. On "Amount of abasiveness or self-distrust directly expressed", her score is "a good deal" with this again considered as of particular significance to her. On "Fear of failure directly expressed", she was scored "some" and on the same thing indirectly expressed, "strong". On reactions to frustration, she was scored as

"blames particular persons or groups", "gets sick", and "feels kicked around". Her reaction to sharp competition is unfavorable, and of particular significance to her.

Specific ways in which the client spoils her job chances

Mrs. Stevens' abnormal sensitivity and feeling of rejection and lack of appreciation, reduce her satisfaction in her jobs, and her ability to sell herself well when applying for employment. They cause her to become easily discouraged, and even ill, when looking for work. Her violent reaction to authority in the person of a woman, and her consequent inability to get along with a woman boss, is a great handicap to her on jobs. Her need to be in a position of authority herself, and to attain this by trying to prove her superiority to her boss, results in the development of resentment against her on the part of the boss. Her inability to use help constructively is another significant way in which she spoils her job chances, as is her fear of competition and emphasis on security, which prevent her from leaving the W.P.A.

1. inability to get along with a woman boss
2. attempts to get more control within the office than her position warrants.
3. lack of satisfaction on jobs
4. tendency to become ill and easily discouraged when job hunting
5. inability to sell herself well when applying for jobs
6. fear of leaving government employ
7. inability to use help constructively
8. abnormal sensitivity

Case #3

Carey, John

Introduction and Family History

Mr. Carey was referred to the Vocational Counseling Service in 1938. He was then twenty-four years old. He had done only unskilled work, and was very confused about what he wanted to do, saying that he would follow any suggestions given him. He has a withered arm due to a birth injury which handicaps him in manual work. As against this, however, he has superior intelligence and good clerical ability.

Mr. Carey comes from a large family in which all but one of the children were born physically defective. This fact, combined with his own defect, may well have caused a feeling of strong resentment against his parents, and a feeling of general inadequacy as pertaining to his whole family as well as himself. He resented very much being sent to a school for crippled children.

Mr. Carey's father was a heavy alcoholic and almost insane. He was destructive and abusive for the two years before his death when Mr. Carey was fourteen. He did not make an adequate living and the family was supported by fifteen different agencies. Mrs. Carey has one brother who is mentally as well as physically defective, and there is a history of alcoholism and mental abnormality on the paternal side of the family. These things probably added to his feeling that his family was no good, and his father's behavior must have made him feel very insecure. His mother was ill and ineffectual and nagged a great deal without accomplish-

ing anything constructive or combatting in any way the bad conditions within the home.

Mr. Carey repeats in many ways his family patterns. His wife is immature, slatternly, and is an added burden. She provides no incentive or stimulation, but like his mother nags in a non-constructive way. He had seven children in close succession without the adequate means to support them, and like his father, goes to agencies for help. He is alcoholic and abusive to his children as his father was.

Reactions to jobs and counseling

Mr. Carey's manner is obsequious and he sells himself exceedingly well. Because of this and the fact that he showed superior ability on the tests, he was helped by the case worker to get a job as an insurance agent. He liked it and proved to be a good salesman, but at the end of ten months was fired because he had neglected to keep his accounts straight. His personal expenditures were mixed up with his business accounts, and he was unable to account for his constant shortages. His employer was at a loss to explain the reasons for this. He did not feel that Mr. Carey was dishonest, nor did he feel that it was due to carelessness, as Mr. Carey claimed. Mr. Carey took the whole blame on himself, saying that he had a bad habit of putting things off, had been too easy with his customers in an effort to get into their good graces, and had neglected to do his accounts every night as he should have. He was very regretful about losing the best job he had had. Other job possibilities, and the approach that he should take when applying for them, were discussed with him, but he did not use this help. Although he had expressed the opinion that

once a man went on welfare he was finished, he began to work on the W.P.A. He was not contented, but did nothing about it until he expected a lay-off. Then, in October of 1940, he came into the agency in a panic saying that his only hope was to tie up politically, and that he had spent a month working on an idea for a newspaper with political connections, but nothing had come of it. He had been job hunting but was getting nowhere, and said that he got panicky after a few setbacks and lost confidence in himself.

Again he made no use of the suggestions offered him, and after this was in continual trouble. In 1942 he accepted aid from the D.P.W. while working on the W.P.A. during the day and as the night auditor in a hotel. He absconded with the funds of the Men's Club in the housing project where he lived. He worked for a while at the navy yard, and in 1944 left without obtaining a release and worked intermittently as a union watchman on the docks. He seemed to feel that if this work did not increase, he could always go back to the yard. He had left because he didn't like the night shift, and refused to work on the day shift because there were too many colored people working there. He attacked the methods and politics of the yard, where he felt that pull was needed in order to get anywhere. He complained that the Yankee companies were no longer taking care of their own, but preferred to hire foreigners. He complained about his hotel jobs, saying that all hotel managers were cold and hard. His first job had been in a hotel at the age of fifteen, and it was there that he had developed his inferiority complex. He referred to the insurance job he had lost, saying that he had drunk too much during the afternoon when he was not busy, and that even now he would not have the control to re-

frain from drinking in a similar situation. That was the trouble with his job as night hotel auditor, he was paid for favors in liquor instead of money.

He was now anxious to "get in" in the union and become a delegate. He felt that he could get both security and good pay this way. He put great emphasis on this need to "get in" referring to himself as a union man and rejecting other suggestions because, although he felt that he had the qualifications, pull and influence were more important.

Security was most important on a job, he felt; knowing with certainty from one day to the next that the job would still be there. Friendliness between employers and employees was also important, and should be fostered by means of informal dinners and get-togethers.

Interpretation

Mr. Carey's over-all resentment and feeling of inadequacy, no doubt derived from his very poor family history, his physical disability and probably inherited instability, and intensified by his poor marriage, carry over into job situations and prevent him from making good use of his natural abilities. His constant disparagement of himself combined with his continual criticism of others, give the impression that in a personal way he feels doomed, and feels that only artificial props, pull, connections, being taken out of the whole competitive market because of race and descent, being a member of the "in" group, etc., can save him. With his resentment of everything, and his delinquency, he gives the feeling that because the world has not been kind to him, he feels no responsibility towards it. Feeling only bitterness towards his family, and never having

learned to give since he never received kindness or security, he has nothing to give to jobs and is always looking for ways in which he can just take. He probably feels that anything he can't take is owed to him, since so much has been taken from him. The result is delinquent behavior. When with all his methods, Mr. Carey fails to get anything out of the world, he escapes by drinking.

These reactions come out in his scores. On item 31, "slightly stronger than average negative feelings", he is scored 1, or "towards both parents". On resentment of dependence and domination of family indirectly expressed he is scored 1, or "very strong". On resentment of dependence directly expressed, he is scored "some", and on resentment of domination directly expressed, "strong". On abasiveness or self-distrust directly and indirectly expressed he is scored 1, or "a good deal". All of the indirect reactions are designated as being of particular significance to him. On "fear of failure directly expressed", he is scored "little or none", indirectly, "strong". On reactions to frustration he is scored "blames self", "runs away, drinks or gambles" and "feels kicked around", with the last two reactions designated as of particular significance.

Specific ways in which client spoils his job chances

By his constant disparagement of himself and his emphasis on looking for all sorts of props rather than concentrating on using his own ability, Mr. Carey spoils his job chances. His continuing to stay on the W.P.A. because it is easy rather than looking for work elsewhere, his inability to use constructively any help offered to him, his alcoholism

and delinquency, his failure to use the war period as a means of getting training and experience for post-war employment, his dissatisfaction with everything so that he leaves jobs easily, his marriage to a woman who provides no incentive and is only a drain on him, and his continuing to have children year after year when he has no adequate means of supporting them, all indicate his feeling of personal doom, and are additional ways in which he spoils his job chances.

1. constant disparagement of himself
2. emphasis on pull and other props rather than on the use of his abilities
3. emphasis on security which restricts him in job hunting
4. tendency to become easily discouraged
5. alcoholism
6. delinquency
7. inability to make constructive use of help offered
8. failure to get training and experience for post-war employment during the period when it is available
9. constant dissatisfaction which causes him to leave jobs
10. marriage to woman who adds to his burdens
11. continuing to have children which add to his burdens
12. failing on his one good job
13. continuing to stay on W.P.A. because it is easy

Case #4

Riley, Eleanor

Introduction and Family History

Eleanor's family became known to the agency in 1937. They were in terrible poverty and Eleanor left high school at the end of her third year and began to work, giving her full wages into the home. Because she was not trained for anything, she could get only unskilled, low-paid jobs, and was dissatisfied. She seemed to show initiative and great persistence in trying to find work, and it was thought that vocational counseling might help her. She was therefore referred to the Vocational Counseling Service.

Eleanor is the oldest of three sisters, all illegitimate. Her mother left the children in the care of the maternal grandmother, in whose home they were brought up. She went to New York where she subsequently married (not the alleged father). Her father never took any interest in the children and they had no contact with him. At one time her mother took one of the younger girls to live with her for a while, but never showed any interest in Eleanor.

The maternal grandmother was kind-hearted but old and ineffectual. Her husband (Eleanor's step-grandfather) did not make an adequate living, and at the age of seventeen Eleanor, as the oldest child, was forced into a wage earning role for the support of the family. Her two younger sisters did not have to work. All her life Eleanor suffered by comparison with them. They were more attractive, they made friends more easily, and taunted her about being "a stuffy old maid". They were more successful

in their work and both married before she did. Eleanor carried this feeling of inadequacy into her school, where she always felt inferior to the other children, and for that reason did not enter into activities. She had almost no friends and spent her time at home. Early in life she began to develop neurotic symptoms. She would not go out alone at night for fear that someone would molest her, and would not go to the bathroom when others were around for fear of being followed. In 1938, at the age of seventeen, she collapsed on the street with a minor convulsion. It was diagnosed as a mild form of petit mal epilepsy, and treatment recommended. However, Eleanor was afraid of the hospital, and her attendance was irregular. Sometime afterwards an impacted tooth was discovered on the roof of her mouth which may have been the cause of the attack. After its removal she had no more convulsions, but remained tense and nervous. Altho she went steadily with one boy for many years, she always said that she would not marry until she could have everything she wanted. Babies made her nervous and she was very fearful of having any herself. She had a violent reaction to the death of her sister's baby, after which she became extremely nervous and cranky. She finally married a man in service who had had no training before the war and had no prospects for post-war employment. She was married for two years before she mentioned the fact to the agency, and then was apologetic about giving and spelling out her husband's name, describing him briefly as a man "who never had a break either".

Reactions to jobs and counseling

Eleanor appeared eager for help and willing to use it. She was financed through hairdressing school by the agency and did quite well.

She began to take care of her appearance, mixed well with the group in school, and altogether showed great improvement. However, when it came time for her to look for work, she bogged down completely. She would discuss job possibilities and then not follow through any of the suggestions given her. When she was referred by the agency or the school to a specific place, she neglected to go or call. She always seemed to be making great efforts to find work, but actually avoided utilizing her training. She began to neglect her appearance again, when good appearance was important in her type of work. She manifested symptoms of physical collapse when job hunting was necessary. She would develop violent pains and be unable to go out of the house. She showed great resentment when the district worker discussed her lack of employment in a critical way. When the war was already causing a boom in most industries, Eleanor connected with a brush factory which was one of the few adversely affected. Her sister had been doing well there, but shortly after Eleanor started, the work petered out completely. In 1942 she took a job at the navy yard, work which paid well, but had no connection with her training and would not continue after the war.

In 1944 Eleanor was seen at the Vocational Counseling Service for a follow-up interview. In discussing her jobs, she said that the first was repetitious and poorly paid. It was a Jewish concern and they wanted to make all they could. What she wanted on a job were a nice boss, advancement possibilities, and responsibility for her own job. She liked a small company where there was not much competition. The people she worked with were more important to her than the nature of the job. She disliked

being placed in any supervisory position because she felt that most bosses were hated. At this time she was living with her step-grandfather. Her grandmother was dead, and Eleanor regretted that she had not lived to enjoy their greater prosperity. However, she said that it still rankled that she had to work whereas her sisters did not.

Interpretation

This girl's feeling of rejection by both her parents, and the fact that she was less attractive than her two sisters, caused a feeling of inadequacy to which she reacted by a withdrawal from competition. She did not participate in school activities, had no friends, and neglected her appearance, thus not competing even on a feminine level. She undoubtedly resented deeply being forced into a wage earning role while her two sisters were not. During the period of her training in hairdressing, when she was not working, she improved greatly, but as soon as she had to get a job again, she developed means of preventing herself from doing so. She again neglected her appearance although she knew that it was particularly important in her type of work, failed to make use of the help given her either by the agency or by her school, failed to call when a specific reference was given to her, became ill when she had to leave the house to apply for a job, and in general actively avoided utilizing her training. Her continuing failure to do as well as her sisters increased her feelings of inadequacy in comparison with them. Always a neurotic girl, she became worse and developed a persecution complex, feeling that everything was against her and that she had gotten a "raw deal" in life. Even in her marriage she did not do well, marrying a man with no prospects and who "never got

a break either". While her sisters were able to stop working after marriage, Eleanor had to continue, and was still responsible for the welfare of her step-grandfather. She blames her dissatisfaction with her first job on a Jewish concern that wanted to make all they could, thinks that most bosses are hated, and would like to work in a small company with little competition. She rationalizes her failure to use her hairdressing training by saying that the type of work she does is unimportant to her. It is the people she works with, a nice boss, and advancement possibilities, that she is interested in.

Eleanor is scored as having stronger than average feelings towards the same sex parent. Her indirect resentment of the dependence of her family is considered strong, although there is little direct manifestation of this. There is little resentment of domination. On "abasiveness or self-distrust indirectly expressed", she is scored "little or none". On the direct expression of this, she was scored 1. On "Fear of failure directly expressed", she is scored "little or none". On the same thing indirectly expressed "strong". On reactions to frustration she was scored as "blames particular persons or groups", "Blames general conditions or bad luck", and "feels kicked around".

Specific ways in which the client spoils her job chances

Eleanor spoils her job chances by her refusal to utilize her training, by her neglect of her appearance and tendency to illness when job hunting is necessary, and by her failure to utilize assistance or the war period as a means of preparing herself for post-war employment. These are indications of her resentment at having to work and of her feeling of

inadequacy.

1. refusal to utilize training

2. neglect of appearance

3. tendency to illness when job hunting is necessary

4. failure to use help constructively

5. failure to follow through specific contacts made for her

6. failure to utilize war period to get training and experience which she could use after the war.

Case #5

McFarland, Robert

Introduction and Family History

Robert was referred to the Vocational Counseling Service in 1936 at the age of seventeen. At that time he showed a good deal of promise. He had high intelligence and marked mechanical ability, and showed a drive for further education and a willingness to work unusual in a boy his age. He was taking night courses in radio with the idea of preparing himself for engineering school, and was doing well.

Robert is the oldest of two children, having a sister (Anita) two years younger. His mother said that she and her husband got along well until Robert was born, but always disagreed about his care with the result that he grew up cranky and unhappy. When he was a child, his teacher told her that he was ashamed to be good. Mrs. McFarland was frank in her rejection of him in favor of his sister. She said that he was like his father, reserved, not caring to mingle with people and having no close friends. Both Robert and his father were always criticising her. Something was always wrong with both of them and she could have no pleasure without being "knifed in the back" on her return home. She would like to break up the home and live with her daughter, who was more like her, friendly and outgoing.

A boarder in the house reported that there was continual wrangling between Mr. and Mrs. McFarland. Mr. McFarland criticised his wife. She talked too much, she was too nervous, she was inefficient in the management of their household affairs, and she was too easily flattered. Anita

knew how to get along with her, but Robert was always criticising her. On the other hand, Robert didn't get along with him either.

Robert showed marked hostility towards both his mother and sister, criticising them, complaining about Anita because she was not working, and telling his mother that she was a "sap" not to fuss about his lack of employment. When seen in 1936, he said that conditions at home were so bad that he couldn't stand it. The house was too noisy and crowded and he had to study and sleep in the room where his mother worked. He wanted to get out and live alone. Later he said that he thought the home should be broken up and supposed that Anita would go with his mother. When his father died in 1938 he showed no emotion, saying that they were financially better off without him, and that now that Anita was going into nurse's training, they would "get rid of her."

Robert had showed neurotic symptoms all along, extreme sensitivity to noise, a facial tic, tendency to squint, and an excessive need for sleep, but in 1938 he seemed mentally ill. He was miserable, tense and disgusted, unable to study and not getting along with his mother. This mental ill health carried over to his jobs.

Reactions to jobs and counseling

When first seen in 1936, Robert was doing well in school, but expressed scorn of all the schools he had gone to so far. The courses were poor, the teachers inferior. His present courses were almost too easy. He criticized everyone he talked about, complaining about his sister because she was not working, about a friend who was not as good a student as he, and about the fact that most people, especially his relatives, had

nothing to talk about. At this time he was planning to give up night school in order to take a job as night janitor, but the job fell through. Shortly afterwards his father became very ill and Robert took his job as porter in a hotel. This job bored him. He did nothing but work and study, although he had reached the saturation point and was no longer doing well. This was discussed with him in an effort to help him develop a better balance between work and play, but he continued to study continuously and to have no social outlets. He was always rigid and tense during interviews.

In 1940 Robert began to do defense work. He had several jobs, and was dissatisfied with each one. He felt that there was crooked business going on everywhere. He was still studying, and still unable to make any use of suggestions given to him by the agency.

In 1944 Robert joined the Merchant Marine to escape from the discipline of the army. He was seen in the Vocational Counseling Service during one of his visits at home, and looked unpleasant and unhappy. He was fat and ill groomed (formerly he had always been neat) and had the same rigid uncomfortable manner. He complained about and derogated the training in the Merchant Marine. They had put him in the wrong course, (code), something he could never get. The Merchant Marine specialized schools were no good. He had had a lot of trouble on his last trip because of a stupid superior. He liked traveling but the living conditions in the Merchant Marine were terrible.

Asked what he was planning to do after the war, Robert said that he would stay with the Merchant Marine. He was no longer interested in

radio. Now it was electricity. On the whole he was dissatisfied with his progress, liked theory but was no good at practical things. He was still taking courses and planning to continue. If he studied enough, he would learn about all the situations he would be likely to meet.

When questioned about the methods he preferred for getting ahead, he said immediately that fitting in with the boss was best, but he wouldn't be bothered with it. When asked if studying were not his method, there was some confusion before he assented, as there was when he was asked about getting ahead on the basis of knowing his job. He said that he did not like close supervision.

Robert's reaction to his family had changed at this time to one of indifference.

Interpretation

Robert's excessive fatigue and need for sleep, extreme tenseness and rigidity, difficulty in concentrating, over-sensitivity to noise, neurotic physical symptoms, intolerant attitude, and compulsive need for study all point to some deep-seated trouble. This mental ill health dominates his whole job pattern to the point where his excellent abilities, both general and specific, count for nothing. His courses are an attempt to compensate for basic feelings of inadequacy, as is his constant derogation of everyone with whom he comes in contact. His remark when last seen, that if he took enough courses he would learn about all the situations he would be likely to meet, shows how fearful he is of life as a whole.

Robert shows marked hostility towards his mother which undoubtedly

covers a deep attachment for her. Her rejection of him in favor of his younger sister is obvious. She is indifferent to what he does and would prefer not to live with him, always linking him with her husband whom she also does not like. Robert resents her indifference very much and would like to be forced to help her. He tells her she is a "sap" for not making him work. He cannot do it unless he is forced, just as he was "ashamed to be good" when a child. Robert does not seem to have ever accepted his father either, and the chances are that in the continual wrangling of his parents over his care when he was younger, he felt shunted from one to the other and therefore rejected by both. The result is that he is unable to have good relationships with either sex, withdraws into compulsive studying and makes no friends at all. His jealousy of his sister is shown by his continual disparaging remarks about her. He rejects the whole world as he was rejected by it.

While he was still a young boy and expected to be studying, the compulsiveness of his course-taking did not show up, but seemed rather to be an intense drive for self-improvement. As he grew older, though, and got to the point where something was expected of him, it became obvious that his drive for study was completely non-constructive. He never used any of his courses, and began to flit from one thing to the other with a compulsive need to acquire more information to compensate for the lacks within himself. This self-distrust he projects outward so that it becomes distrust of everyone else. He thinks there is crooked business in everything, wants teachers and bosses who are "perfect", and is planning to stay in a service that will continue to protect him after the war. Even

with this he is not satisfied, but feels that it is better than exposing himself to the uncertainties and competition of private industry.

Robert shows an all-over fear of and dissatisfaction with everything in keeping with the complete rejection which he felt and the complete personal insecurity which resulted. It is possible that he inherited a tendency to instability from his father. Mrs. McFarland paints a neurotic picture of her husband, saying that he always had something wrong with him, was always criticising her and jealous of any pleasure she had, and in general was very much like Robert.

On item 31, "slightly stronger than average negative feelings", Robert was scored 1, or "towards both parents". On "Resentment of dependence of family directly expressed", he was scored "strong", and on the same thing indirectly expressed, he was scored "some". On "Resentment of domination directly expressed", he was scored "little or none", and on the same thing indirectly expressed, "strong", with this reaction being designated as of particular significance to him. On "Abasiveness or self-distrust directly expressed", he was scored "some", and on the same thing indirectly expressed he was scored "a good deal", with this also being designated as a reaction of particular significance to him. On "Fear of failure directly expressed", he was scored "little or none", and on the same thing indirectly expressed "strong", with this reaction considered one of particular significance to him. On reactions to frustration he was scored "blames particular persons or groups", "gets sick", and "renewed striving in new direction". His reaction to sharp competition was considered unfavorable.

Specific ways in which the client spoils his job chances

Robert spoils his job chances principally by using his energies for compulsive and excess studying, none of which he puts to practical use. Instead of taking a course and then using it to help him on his jobs, he finishes it and then starts another one. His object is not to use his studying constructively, but as a means of preparing himself for unknown situations of which he is afraid. His inability to use help in any form, his constant dissatisfaction with and disparagement of every organization that he works for, his fear of insecurity so that he will stay in the service rather than compete in private industry, and his failure to use the war period as a means of getting training in one field, switching instead from one to another, are all means by which he spoils his job chances.

1. compulsive studying and failure to use the knowledge acquired in constructive ways
2. failure to stick to one field and instead switching around
3. inability to make use of help offered to him
4. difficulty in concentrating and excessive need for sleep
5. dissatisfaction with every job that he takes
6. fear of competition so that he plans to stay in service rather than go into private industry
7. failure to use the war period constructively to prepare him for post-war employment.

Case #6

Novak, Joseph

Introduction and Family History

Mr. Novak was referred to the Vocational Counseling Service in 1936. He was then twenty-four years old and had been married for two years. Although he had superior intelligence and superior mechanical aptitude, he had held only unskilled jobs. He had just lost a job as dishwasher, and the financial situation was particularly pressing because his wife was pregnant.

Mr. Novak's parents quarreled continually and his father was completely dominated by his mother. He tried to escape by drinking. Mr. Novak was almost the only boy at home, having a brother 10 years younger, an older sister, and a much younger one. He was spoiled and over-indulged, but at the same time felt that too much was expected of him and that he was a disappointment. He refers to himself as the black sheep of the family. His mother was ambitious for him, and both his parents wanted him to go to college. However when they emphasized that it would be a sacrifice for them and that he would be expected to work hard and do well, he left school, saying later that he hadn't wanted them to take the risk.

Mr. Novak repeats his father's weakness and choice of a more aggressive wife. However, he resented deeply her attempts at domination, and left her many times. His married life was very hard on him. His wife provided no incentive or stimulation for him, was jealous of any pleasures that he had in which she did not share, and made no attempt to

develop interests parallel to his so that she could share things with him. He said that she liked to fight and they quarreled continuously. They married after several months of extra-marital relations, when the priest told them to. Immediately after marriage Mr. Novak returned to his home and sent his wife back to hers. It was several months before they began to live together, and their life from then on was a succession of separations and reconciliations. Mrs. Novak complained that her husband did not want the responsibility of a family, preferred to live at home where no one expected anything of him, and that his mother always sided with him against her. She also complained that he was cruel to her and to the baby when they were alone. In spite of this, however, she was determined to live with him, and would follow him to his home each time he went back. The longest period of stability was from December, 1936 to March, 1938 when Mr. Novak got a job outside of Boston and took his wife and son with him. After that they separated again. Mrs. Novak had two children that were not his, and when the second one was born in 1940, he went to New York, where he worked for a while, and then hitch-hiked to Texas where he enlisted in the army. In 1943 there was an S.P.C.C. contact because Mrs. Novak had been neglecting the children. When Mr. Novak was seen after his return from overseas in 1944, he said that he had not contacted his wife. He wanted a divorce but she refused to grant him one. He had made out an allowance to her when he went into service, but would never return to her. She had deteriorated and no longer took care of the house or the children. He would like to have them taken away from her, and his mother was willing to take his boy.

Mr. Novak left high school at the end of his first year. He worked first on a farm and then in a factory. At the age of seventeen he joined the Marine Corps because he was interested in aviation and thought he would learn it there. However, in four years he had no opportunity to fly and decided not to reenlist. On his return to civilian life, he had a series of unskilled jobs until December, 1936, when he got a job in a machine shop, where, he emphasized, he was operating a machine that was the only one of its kind in existence. He remained on this job until he separated from his wife in 1938, and then left, saying that the pay was not high enough to support both of them living separately. He came back to the agency because Mrs. Novak was suing him for non-support and he had to find work immediately. He again held several unskilled jobs in swift succession, finally going on the W.P.A. He was dissatisfied, but remained there until 1940. At that time he went to New York and worked for a short time in a machine shop there, leaving to go to Texas, where he enlisted in the army. Mr. Novak was never able to make much use of the suggestions given to him by the Vocational Counseling Service. He was extremely uplifted by the test interpretations and recommendations, and carried out the latter, but was usually blocked by exigencies or pressures at home.

In the army he did well in technical work and advanced to the rank of staff sergeant. Seen on his return from overseas in 1944, he said that he was anxious to get out of the army to a place of his own and some privacy, and would put up a terrible fight before he let them send him to the Pacific. Although he had done well, he had quarreled with his super-

iors, and resented the distinctions between the officers and the enlisted men. He said that it was the same in civilian life. He didn't like to be ordered around. On the Mansfield job, he had felt that he was being exploited. Most of his trouble with bosses was due to the fact that he liked to use his own methods, and was resentful when anyone copied them from him. What industry needed, he thought, was "less competition and more cooperation". Business should be like a family. When post-war possibilities were discussed with him, the servicing of mechanical appliances appealed to him. "Trouble-shooting" was just what he wanted.

In this interview, Sgt. Novak talked about his affiliation with the Rosicrucians, which he described as a mystical brotherhood somewhat similar to the Masons. They believed that a man is not alone and can depend on others for strength. This affiliation he said helped him in knowing his faults and controlling his temper.

Interpretation

Mr. Novak's feeling of inadequacy and fear of accepting responsibility, which he carried over from his early home, have been intensified by a very poor marriage. His continual running home whenever things became difficult for him, and the fact that he joined the armed services twice although he claims that he resents authority, are suggestive of a strong tendency to dependency. His feeling that business should be like a family; the fact that he joined the army when he found himself tired and broke away from home; and his affiliation with a brotherhood which emphasizes that man is not alone, are further indications of this. His feeling of inadequacy comes out in his insistence on using his own method and his

desire to do work that no one else does, (experimentation and "trouble-shooting"). In this way he can avoid competition, which he says he dislikes, and feel superior. Although he has failed to make much use of assistance offered to him, and though he has not used the war period as a means of preparing himself for post-war employment, his job reactions are so mixed up with his marital difficulties that it is difficult to separate them. It is significant that during the year of stable married life, he did well at skilled work, and in the army, where he was secure and had no responsibility, he again did well. His wife's unfaithfulness probably accentuated his feelings of inadequacy, "possibly interpreted as an attack upon him as a man", and it is after the second illegitimate child that he enlists in the service. His extreme sensitivity to his wife's attempts at control is a direct carry over from his early home, where his father always warned him against letting a woman dominate him. He is afraid of repeating his father's weakness in this respect.

On "stronger than average negative feelings", Mr. Novak is scored 2, or "towards same sex parent". On "Resentment of dependence of family directly expressed", he is scored "little or none". On the same thing indirectly expressed, and on "Resentment of domination of family indirectly expressed", he was scored 1, or "very strong", with these reactions designated as of particular significance to him. On "Resentment of domination directly expressed"his score is "some". On "Abasiveness or self-distrust indirectly expressed" he was scored 1, or "a good deal" with this designated as of particular significance. On this reaction directly expressed his score is "some". On "Fear of failure indirectly expressed",

he was scored 1, or "strong". On the same thing directly expressed his score is "some". All these reactions were designated as of particular significance to him. On reactions to frustration he was scored "blames self", "runs away, drinks or gambles" and "feels kicked around". His reaction to sharp competition was very unfavorable, with this reaction designated as of particular significance to him.

Specific ways in which the client spoils his job chances

Because Mr. Novak's job difficulties are so tied up with his marital problems, it would seem that in choosing the wife he did, he spoiled his job chances. His attempts to use suggestions given to him by the agency were usually frustrated because of pressures at home, and it is significant that during that short period of marital stability he did well at skilled work, and in the army, where he was away from his family and relieved of their responsibility, he again did well. His extreme fear of responsibility is a way in which he spoils his job chances. It was because of that fear that he terminated his education at an early age. His resentment of authority and tendency to quarrel with bosses, his insistence on using his own method, his tendency to react to difficulties by running away, and his subsequent failure to use the war period as a means of preparing himself for post-war employment, joining the army instead, are all additional ways in which he spoils his job chances.

1. marriage to a woman who provides no incentive or stimulation, but who intensifies his feeling of inadequacy
2. tendency to run away from difficult situations
3. inability to make constructive use of recommendations

4. fear of a situation in which he must carry responsibility

5. resentment of authority and tendency to quarrel with bosses

6. insistence on using his own method

7. enlistment in the service at a time when he could have used the war boom as a means of getting experience for a post-war job.

Case #7

Hutchins, Lou

Introduction and Family History

Lou was referred to the Vocational Counseling Service in 1940. He was twenty years old and had just completed one year of college where he was preparing to study law. However, he was only a C student, and was unable to get a continuation of his athletic scholarship because of his poor marks. There was a chance that he might get a loan from the school for his second year's tuition, but until he knew definitely he felt that he should investigate other job possibilities. He was obviously anxious to return to school, however.

Lou's family background is very poor. His mother was always excessively over-protective and over-fearful where her children were concerned, and kept them too closely attached to her. She is psychoneurotic, worries excessively about her health and is somewhat obsessional. She is afraid that she has not locked the door at night, must go back to look, and exhibits other similar symptoms.

Lou's father is paranoid and has become worse through the years. He became critical and disparaging of Lou. His conflicts seem to center mainly on sex and diseases. Mr. Hutchins also went to law school, but did not finish and never made a very adequate living.

Lou has a younger sister who is bright and considered by all the student in the family. He shows fears and neurotic symptoms reminiscent of those of his parents. He is over-clean, over-modest, and always worry-

ing about hurting himself and getting diseases. He has never been able to adjust to girls and keeps away from them. He thinks there are no "nice" girls. When he does marry, which will not be for a long time, he wants a career girl who will take an interest in his career because she has one of her own. He must always sit in the same chair at meals. He is suspicious, thinks that a friend of his is an F.B.I. agent, and that an employer with whom he talked had a "menacing" way. When his parents are still quite young, he expresses great fear of losing them, saying that he wants to spend as much time at home as possible now, because his parents will not always be with him. His parents have a great fear of his being drafted, feeling that he is emotionally unfit for the service, and he shares this feeling, saying that he would rather be killed than kill. He worries about the possibility of being drafted even after he is classified 4F on a psychoneurotic basis, and favors a negotiated peace.

Reactions to jobs and counseling

On the tests, Lou proved to have only low average learning capacity as compared with the general population, and extremely low as compared with others of his educational level. In view of this, his poor marks at school, and the fact that he has an attractive appearance and personality, he was advised to get into a form of contact work. Lou said that he hated studying and reading and found them very difficult, but was set on studying law. He did not want to practice it, and did not care whether or not he passed the bar exams, but was planning to use it to get into other things. Law would mean that people would come to him for advice. He rejected several suggestions because he felt that he was too young for

the jobs. Education, he thought, would fill in this shortage, and when the school offered him the tuition loan, he accepted and returned. At this time he switched from pre-law to pre-med until he was classified 4F, then went back to law again. During his first year at college, Lou had worked on N.Y.A. In his second year, he began to go to school at night, and held two jobs at the same time, each of which paid him $16.00 a week. He gave almost his full wages into the home.

In the fall of 1942 Lou entered Law school. He continued to work, but his jobs were completely unimportant to him. They were merely a means of obtaining the money that he needed for his education, and money on jobs was all-important to him. Seen at the end of his first year in law school, he reported that he had failed two subjects, but was not discouraged. He had already registered for the summer to make them up, and would finish law school if it took twenty years. He again said that he did not want to practice law, but wanted to study business administration when he finished law school; and then get a government job. He rejected a suggestion to substitute an under-graduate course in business administration for law, saying that the latter would enable him to get into many things.

In May, 1944 Lou was seen again. He had failed three subjects out of four in his third year. He said that he knew the work, but could not understand the questions on examinations. He had been given a booklet explaining how the examinations were marked and from now on that would be his bible. His sister was ready to start college in the fall, and he didn't want her to work. It was different with girls. Education, he felt,

would prevent him from becoming unemployed after the war. It was at this time that Lou expressed his suspiciousness of his friend and of the employer that he had seen.

Interpretation

Lou's neurotic tendencies, of which compulsive studying is a part, seem to be due to a combination of inherited instability and the effects of the extreme over-protection to which he was subjected by his mother. His suspiciousness and inability to make a normal sexual adjustment, his feeling that sex is dirty, and his over-preoccupation with his own health, are suggestive of his father's symptoms. His fear of losing parents who are still quite young seems abnormal, and indicative of how fearful he is of being left unprotected. His reluctance to having his brighter sister work, and his statement that it's different with girls, is a way of proving his own masculine superiority.

Law represents power and authority to him, and his desire for it is based upon this. He plans to use it as a bulwark against insecurity and the threat of domination by others. Lou has no desire to practice law, and places emphasis on a government job where he will be secure. Even law training is not enough to combat his deep feeling of inadequacy. He wants training in business administration afterwards. The only other thing which ever appealed to him was baseball, which also represented virility. His persistence with school in spite of his continual failures, and the fact that he has clung to a goal which requires education that is distasteful to him, seem masochistic.

On item 31, "Slightly stronger than average negative feelings",

Lou was scored 2, or "towards same-sex parent". On resentment of dependence and domination of family indirectly expressed he was scored "some". On "Resentment of dependence of family directly expressed", he was scored "little or none", and on "Resentment of domination of family indirectly expressed", his score was the same. On "Amount of abasiveness or self-distrust directly expressed", he was scored "some", and when indirectly expressed, "a good deal". On "Fear of failure directly expressed", his score was "little or none", and on the same thing indirectly expressed, "strong". On reactions to frustration, he was scored "blames particular persons or groups", "blames general conditions or bad luck", and "renewed striving in same direction". This last reaction was designated as one of particular significance to him.

Specific ways in which the client spoils his job chances

Lou spoils his job chances primarily by his persistence towards a goal in which he is bound to fail, and his consistent refusal to try other things for which he is better suited. He is unrealistic and over-ambitious, and because of this is unable to use help offered to him. Instead of using the war period to get experience in a field in which he could stay after the war, he takes jobs which have no interest for him, and which give him nothing, simply because they provide money and fit in with his school schedule. Because of his failure to become emancipated from his parents, so that he looks for parental protection in the form of a government job, he again restricts himself and spoils his job chances.

1. persistence towards a goal at which he will fail
2. refusal to consider other occupations more suited to him

3. failure to use war period for obtaining experience useful for post-war employment, but instead taking jobs merely on the basis of whether they will enable him to continue in school

4. failure to utilize recommendations given him

5. rejection of specific suggestions because he feels that he is too young

6. lack of emancipation from parents and desire for the protection of a government job

7. compulsive studying.

Case #8

Cartier, Ronald

Introduction and Family History

The Cartier family became known to the Family Society in 1929 when they applied for financial assistance. Ronald, the only child, was then twelve years old. Contact was maintained with the family at frequent intervals, and in 1934 Ronald was referred to the Vocational Counseling Service. He seemed a likeable, upstanding youngster, very disturbed about conditions at home, and very much in need of some direction in making future plans.

Ronald's father, a carpenter by trade, was unable to work steadily because of arthritis. When he did work he drank up a good part of his earnings. The family was evicted from one apartment after another, and always lived above their income. The husband's drinking, during which he was ugly and abusive, shattered Mrs. Cartier's nerves and she went to the Boston Psychopathic Hospital for treatment. Ronald was uncared for, under a great strain, and nearly desperate. His mother, although very fond of him, continually used him as an emotional outlet.

She felt sorry for him because he had all of that worry and strain to contend with, but he was her only comfort. She went completely to pieces and did nothing but sit around the house crying. Ronald could not talk to her, nor to his father, who was drunk most of the time.

In 1932 Mr. and Mrs. Cartier were legally separated and Ronald remained with his mother. She was getting more difficult all the time, lost her grip completely and stayed in bed and cried. Ronald said that his

mother thought a great deal of his father, and the separation must have hurt her terribly. He thought she was losing her mind. He was running the house completely. Mrs. Cartier was being treated to prevent deterioration of the nervous system.

When Ronald went into the CCC, Mrs. Cartier was miserable and wrote to him every day. When he returned the situation continued to be the same as before. Mrs. Cartier wept all the time and Ronald ran the household. In spite of these home conditions, however, he managed to maintain a cheery disposition and many outside contacts. He was very popular with both boys and girls.

There had been no contact with the father since the separation, but in 1940 they found that he was in jail as a vagrant. Ronald refused to get in touch with him.

In his own marriage Ronald reversed in many ways the patterns of his early life. In speaking of his wife he said that she was a "homebody". She left the business to him and he left the management of the house completely to her. He had an attractive home, in contrast to the very messy one of his childhood, and they spent most of their time with the baby, which he had wanted immediately after marriage.

Reactions to jobs and counseling

Ronald joined the CCC in 1934, but was discharged after a short time for delaying his return after a furlough. He was unable to find work, was assisted by the DPW, and continually requested help from the Family Society. In 1935 he went to work on the ERA, and then shifted to the W.P.A. He was dissatisfied and complained that the men loafed on the job.

In 1939 he enlisted in the National Guard but left because it took too much of his time. He thought of joining the army but decided against it. Instead, he came back to the Vocational Counseling Service, saying that he had decided that he should fit himself for a trade so that he could progress towards a goal. He discussed dramatically his feelings of helplessness and discouragement, but when plans were discussed with him, he became very confused. Specific suggestions were given, but Ronald wanted to feel that the situation was hopeless. He was over-reaching his education and experience in job hunting, and had ideas and ambitions way beyond his actual capabilities. None of the suggestions interested him and he was not willing to do what he considered servile or laboring work but which were actually beginning jobs. He continued in this attitude. He was unable to find work.

In 1940 Ronald was steered to the National Defense Training Program. He loved it, and although he had a great deal of trouble with school at first, he managed to pull through. He said that he had often thought he was not very bright because he could not spell or write fluently, and had felt his lack of education to be a great handicap. He didn't have too much admiration for his teacher, but one of the men had taken him under his wing and after that things went much better. When he finished the course, he got a job as a welder, and when next seen was in high spirits and planning to get married.

Ronald worked for a while at the navy yard, but was not contented. There was too much politics, and "I discovered too late how to be a politician". He got into trouble by sending a letter to the management list-

ing a hundred ways in which the government could save time by more efficient methods. After that all the foremen were down on him and he was happy to leave. However, he got into trouble again by not waiting until his annual leave was over before taking another job. When he finally got that straightened out, he had difficulty on his next job because he claimed that the supervisor stole his ideas. However, he had learned a lot. The employer said that he was full of enthusiasm, but too big in his ideas for his actual ability. He claimed that he knew more than he really did, and when "green" hands passed him, became a "sour-puss" and quit. The employer felt that he should learn to crawl before he began to run, and that he was too ambitious for his own good. Ronald had a tendency to cut corners, being the first in line to leave work, etc.

He said that each job was full of politicians. He felt that it was important to know more than the next fellow and to be able to handle politics. The W.P.A., he felt, was the worst thing that could happen to a boy. It taught him how to "gold-brick". He felt that his trouble was that he never went to college. He liked abstract problems. At another point he mentioned that he was surprised at the ease with which he had gotten into the union. An agent came to see him and he was "not too bright, the kind of man I could talk with".

Interpretation

Here is a boy who had no security from either of his parents. The little stability that was provided by his father's presence in the home was removed by the separation of his parents when he was fifteen. All along he was in the midst of all the family turmoil, and from a very early

age, was forced into a husband role in relation to his mother. He was her emotional outlet as a child, and as soon as her husband was out of the home, was forced to assume complete household responsibility. Neither of his parents ever provided any sort of model for him to follow, and he was really adrift by himself all his life. In spite of these terrible home conditions, Mrs. Cartier and Ronald retained a strong affection for each other. When Ronald was in the CCC, Mrs. Cartier was miserable, and his letters to her were full of warmth. Perhaps because of this Ronald was able to make a good adjustment in his personal life. He maintained a cheery disposition and many outside contacts. His married life seems to be a stable one. However, the effects of his early insecurity and the inadequacy which he must have felt in two parents who both went to pieces, can be seen on his jobs. He felt inadequate, never thought that he was very bright, and compensated by his continual over-reaching and his persistent projection of his difficulties on to externals. Each job is full of politicians; an ability to handle politics is necessary to get along; his teachers are not competent; the navy yard is inefficient; the W.P.A. ruins a man, etc. He rejects suggestions because the work is too menial for him, and when he takes a job, pretends to be more competent than he is, leaving when he is shown up. In these ways he compensates for his feeling of inadequacy.

On item 31, "Slightly stronger than average negative feelings", Ronald is scored 2, or "towards same sex parent." On resentment of dependence and domination of family directly expressed he is scored "little or none", and on the same things indirectly expressed he is scored "some".

On "Amount of abasiveness or self-distrust directly expressed", he is scored "little or none", and on the same thing indirectly expressed, he is scored "a good deal". On "Fear of failure directly expressed", he is scored "little or none", and on the same thing indirectly expressed, "strong". On reactions to frustration, he is scored "frenzied or disorganized activity", "blames general conditions or bad luck", and "renewed striving in new direction", with this last reaction designated as of particular significance to him. His reaction to sharp competition is unfavorable with this reaction also designated as of particular significance.

Specific ways in which client spoils his job chances

Ronald spoils his job chances by his continual over-reaching and his refusal to take jobs which he considers too menial for him. He also spoils them by his tendency to get into hopeless moods during which he rejects all suggestions. In general he is able to make little use of assistance when it comes to finding employment. This tendency to over-reach is noticed by employers when Ronald fails to come through with what he promised. His dissatisfaction and projection of his difficulties get him into trouble, as does his tendency to cut corners in his work.

1. continual over-reaching and refusal to take jobs considered too menial
2. general inability to use suggestions for finding employment - hopeless moods in which he rejects all recommendations
3. pretending to greater competence than he has on jobs, and then failing to produce
4. dissatisfactions and complaints which get him into trouble
5. tendency to leave when job situation becomes difficult

6. tendency to cut corners in his work.

Case #9

Gardner, Richard

Introduction and Family Background

Mr. Gardner came to the Vocational Counseling Service expressing a desire to get into some specific field of work. He had recently married a woman with five children, and was for the first time in his life responsible for the welfare of others. He was then thirty-five years old. He could no longer afford to float carelessly from one job to another, as he had been doing.

Mr. Gardner's background is very poor. His mother is violently insane and was committed when he was seven. Her breakdown was brought about by the crippling of her oldest son in an automobile accident when she was pregnant. This son was also in a mental hospital for a year. All of the children are under-sized, and Mr. Gardner describes himself as the tallest in a family of midgets (he is next to the youngest of four boys). He has a brother who is less than five feet tall.

After the mother's commitment, Mr. Gardner's father lost interest in the children and placed them in institutions. Mr. Gardner said that his father did not believe in education or in giving his children the "comforts of life". He had wanted to study medicine, but his father was unsympathetic and he had been put to work in a machine shop when very young.

In 1925 Mr. Gardner tried to enlist in the Navy and was rejected. He applied to Traveler's Aid for assistance, saying that his father had

put him out and that he had been hit by an automobile. Mr. Gardner Sr. wired money to bring him home, and shortly afterwards the Boston Office visited. Mr. Gardner seemed unbalanced. He showed great hostility toward his father, and had grandiose delusions about the things he had seen and done. A year later Mr. Gardner's father said that Richard was mentally upset but refused to go to the hospital.

The settlement house where Mr. Gardner went as a boy reported that he was an unstable youngster who always wanted the limelight and could not work on a team. He would work only with an instructor whom he liked.

Just before his marriage Mr. Gardner had tried to enlist in service again but had been rejected because of bad teeth. He found marriage and the responsibility of a family very hard to adjust to, and complained frequently about it. However, he refused to allow his wife or her oldest son to work, although they needed the money and she was very reluctant to give up her own work. Mr. Gardner took an interest in the children, and read books on child care so that he would know how to bring them up properly.

Mr. Gardner's brothers had apparently handled him very roughly, and he showed considerable jealousy of them. One brother was in service, and "I'm as good as he is", he said. Were this brother killed in action, Mr. Gardner would inherit his business, and already had ideas about what he would do to improve it.

Reactions to jobs and counseling

When Mr. Gardner came to the Vocational Counseling Service, he expressed a desire to do cartooning and humorous writing. He said that he

liked to make people laugh and thought that he had the ability to do so. However, he refused to bring samples of his work to be looked at and refused to have them criticised by an expert, stressing his lack of experience. He also liked work as a clown or acrobat. His family did this sort of work, and were particularly good on high trapezes. Mr. Gardner had been part of an acrobatic team with two of his brothers, and stressed his ability along this line. He had quit after a bad fall, but it had not been a shock. He emphasized the fact that "acrobats are tough".

Mr. Gardner expressed a great fear of machines, which he said "get me", and described a few harrowing experiences with machines which spoiled his chances of promotion. This fear extended to any fast-moving object, and he rejected one job suggestion because it involved driving a car. No one in his family had ever been able to learn to drive. He brought up the subject of his limited education frequently. He read a lot, but it was random reading, and he doubted if he could buckle down to any real studying. He had quit high school after one year because the work was too hard.

All doors which were opened were closed by him. He refused to accept lists of companies where he might find work, saying that he didn't want the agency to be disappointed in him. He vetoed all suggestions in an irritated way. He became furious if kept waiting. He said that he knew he was unstable or he would not be in the spot he was.

He got a job doing warehouse work at a shipyard and was not contented. Seen in May 1943, he said that others doing the same work rated rigger were earning more and he had transferred to pipe covering. He had

to work in intense heat, had heat cramps at night, and lost thirteen pounds. He had never had trouble with his health before his marriage. Now he had arthritis, asthma, and a "bum leg". He was supposed to get a release from pipe covering; but instead, he got a termination of his work. He complained about the unfairness at the yard, the waste of money, etc. Again he vetoed all job suggestions. He had to earn at least $35.00 a week, and did not want to learn someone else's business, but wanted one of his own based on an original, bright idea. He was looking forward to the Army, where a high I.Q. counted. He had had the highest I.Q. in C.C.C. camp. He was discouraged, hopeless, and didn't want anyone to help him.

A few days later Mr. Gardner got a job as lifeguard through his brother, and a part-time job teaching gym at the Boys' Club, which was the work he really wanted. However, he got such a bad sunburn that he failed his life-saving test and was unable to start work at the Boys' Club on schedule. He was also in trouble with the War Labor Board for leaving an essential job for a non-essential one and refusing another defense job because he thought that the whole system was corrupt. Finally he got a full time job at the Boys' Club, which lasted until August, when he left because he did not like the way things were being run. The Club felt that he was a psychiatric case, but said that though he was sensitive to authority, he finally would carry out instructions, and the boys accepted him. They had been satisfied with his work. He had left of his own accord, saying that he wanted more money. At the agency he stressed the fact that they had to have at least $40.00 weekly.

Mr. Gardner's next job was at the navy yard. He was classified as

general helper when he wanted riggers helper and felt that they put something over on him. He wanted to get into the army. The doctor had told him that his trouble was tonsils and not arthritis, and that a tonsillectomy would fix him up. He had always wanted the army. He repeated his bad job experiences and the fact that he had married a woman with five children. He was full of grievances and hostility. Nothing was his fault. Then he got reclassified as a riggers helper and everything was all right.

Interpretation

Mr. Gardner's home background, the desertion by both parents, his mother's insanity and the mental illness of his brother, the fact that the family were all midgets and that one was a cripple, undoubtedly engendered in him a feeling of resentment towards his parents, and of family and personal inadequacy. This reacted on an already unstable temperament (inherited) and was intensified by continual rivalry with his brothers. At an early age he shows marked hostility to his father, attempts to join the service where he will be secure, and develops grandiose delusions about his own powers and experiences. He is critical of the methods of every place where he is employed, and demands constant recognition in the form of high pay. He will not allow his wife or her son to work and thus compete with him. He will not accept financial aid from the agency. He finds the responsibility of marriage very difficult and develops many ailments. He stresses his ability as an acrobat and the fact that "acrobats are tough". He emphasizes his I.Q. His dependency is indicated by the fact that, although he is sensitive to authority, he has tried twice to

join the armed services. He indicates his rivalry with his brother by his statements that he is "just as good", and that if his brother gets killed, he will inherit and improve the business. He refuses assistance because he is afraid that he will be a disappointment. He wants a business of his own based on an original, bright idea, where he will not have to compete with anyone.

With a history of insanity in the family, and of two mental upsets while Mr. Gardner was still young, and with his excessive fear of fast moving objects, his marked tendency to illness and accidents, his feeling that he has been short-changed, and his constant projection of his difficulties, the prognosis for this man looks poor.

On item 31, "Stronger than average negative feelings", Mr. Gardner is scored 1, or "towards both parents". On resentment of dependence and domination of family indirectly expressed, he is scored 1, or "strong". On "Resentment of dependence of family directly expressed", his score is "little or none", and on "Resentment of domination of family directly expressed", "some". On "Amount of abasiveness or self-distrust directly expressed", his score is "little or none", and on "Fear of failure directly expressed", "little or none". On "Abasiveness or self-distrust indirectly expressed", his score is "strong". Both of these latter reactions are designated as of particular significance to him. In reactions to frustration he is scored "blames particular persons or groups", "gets sick", and "feels kicked around". His reaction to sharp competition was unfavorable, with this reaction designated as of particular significance to him.

Specific ways in which client spoils his job chances

By his fear of machines and his tendency to accidents and to become ill in a job situation which he does not like, Mr. Gardner spoils his job chances. He also spoils them by his constant dissatisfaction and his demands for constant recognition in the form of high pay, so that he leaves a job where he is doing the kind of work that he likes, and which will continue after the war, in favor of a war job that will not last. His marriage to a woman with five children, whom he has to support, at a time when he could be starting to make his way in some specific field, his refusal to accept lists of companies where he might find employment, his rejection of all suggestions, his refusal to learn someone else's business, his refusal to allow his wife and her son to work, and his refusal to accept financial help from the agency, are all means of spoiling his job chances.

1. excessive fear of machines and fast moving objects
2. tendency to accidents and to becoming ill on a job
3. constant dissatisfaction
4. demand for constant recognition in the form of high pay
5. leaving job which will continue after the war for one that will not.
6. marriage to woman with five children
7. refusal to accept from the agency lists of companies where he might find work
8. rejection of all recommendations
9. refusal to learn someone else's business
10. refusal to let wife or stepson work

11. refusal to accept financial aid.

Case #10

Sullivan, Paul

Introduction and family history

Mr. Sullivan was referred to the Vocational Counseling Service in 1941. He was then in his early thirties, had been married for ten years, and had three children, ages nine, two and a half, and nine months. Until the age of twenty-five he had worked only for relatives. He had worked for his father for a year after his marriage, and since then his jobs had been short and varied. He was anxious to get into a field where he could remain permanently.

After Mr. Sullivan was born his mother had five miscarriages before the next son was born when Paul was eleven. Then four children came in close succession. The children needed medical attention and Mrs. Sullivan was nervous and afraid. She complained of tenderness in her breast and feared cancer because her mother had died of it. She was diagnosed as psychoneurotic, and advised to get psychiatric help, but her husband refused to permit it.

Mr. Sullivan Sr. was described by a friend of the family as aggressive, lazy, always trying to do things the easiest way, and somewhat unscrupulous. Paul worked for him for a while in an unsuccessful business for no pay. Mr. Sullivan would frequently yell at him and he would not retaliate. This friend said that Paul had been babied all his life and had always been a "fish out of water" on jobs. He was a dreamer, not interested in business or at all aggressive, wrote poetry and wanted to

write a novel. He was a "solitary chap", taking courses all the time.

Mr. Sullivan showed signs of extreme dependency in his personal life. He had always been much attached to his mother and married a woman who took her place, and treated him like another one of her children. Mrs. Sullivan said that she loved children and was happiest when pregnant. Her attitude towards her husband was sympathetic and affectionate, but the kind of sympathy and affection one gives to a young dependent child. She always referred to him as "Poor Paul" and would make excuses for him, calling the agency, for example, and taking pains to give the impression that it was her fault he had not kept an appointment. She wanted him to be dependent upon her, and seemed to have a need to emasculate him. Mr. Sullivan apparently felt very inadequate with her, and twice tortured himself over episodes of infidelity on her part which he said later were purely imaginary.

His relationship with his children seemed to be good, and he was most responsive when talking about Patrick the oldest. However, he compared himself unfavorably with Patrick, saying that the boy was better than he, interested in sports, and popular. He did too much reading as a boy, not so much for the content, because he didn't always understand it, but because of the delight of the printed page.

Reactions to jobs and counseling

Mr. Sullivan seemed eager for training. He showed superior intelligence, and discussed well his plans and prospects. He immediately followed up contacts suggested and was unusual in reporting back at once. His job history (working for relatives until the age of twenty-six and

then short-termed unskilled jobs) and the apprehension which he exhibited in the counseling situation, seemed to indicate that he would never be able to reach his excellent potentialities, but it was felt that a not too competitive specialty might act as a stabilizer. Mr. Sullivan had started pharmacy school once before in high school, and quit at the end of one year. He decided that it would be practical to pick up pharmacy again, working part time and going to school part time. The agency agreed to finance his course.

Mr. Sullivan got a job in one of the chain drug stores. He did not ask about salary, and after working for two days still did not know what he was getting. He allowed himself to be abused and imposed upon rather than look for other work. He was worrying about his wife's infidelity, and when the pressure became too great, became ill and had to leave. This same reaction had occured on another job the year before. Each time his mother took charge of the situation and took care of him.

Mr. Sullivan did not attend most of the sessions of the pharmacy course, but felt that he had to continue with it because he was responsible to the agency. After his illness, he returned to the same job and tried the course again. As before, he was unable to manage both school and work, but was too fearful to give up either one. He was unable to concentrate and studied the wrong things. He failed to do the required amount of work for the course, but insisted that he could pass the pharmacy examination. He had been working forty-two hours a week for $22.00 at a time when the war had already caused a general increase in wages, and had used the money given to him for tuition for other purposes. When his

guilt about this was relieved, and when he was assured that the agency would not mind his giving up the course, he dropped it with relief. Shortly after this he lost his job when he asked for Thanksgiving off.

At this time Mr. Sullivan was quite unrealistic about his job prospects. He wanted to try proofreading now, and would try harder this time. Shortly afterwards he went into defense work, and when seen later said that although he knew he was no mechanic, he was pretty satisfied. For the future, he was interested in civil service. He also talked vaguely about farming for his own food, and about starting a line of pottery.

Interpretation

Children coming into the family after 11 years of being the only child must have been a terrible shock to Mr. Sullivan, and made him feel very insecure. Having a neurotic mother and an unscrupulous, aggressive father did not help the situation any. Undoubtedly he was not prepared for the advent of siblings, and the family relationships were not handled well when they came. His mother was fearful about all of them, and they all needed constant care and medical attention. To make sure that he would not be neglected, Mr. Sullivan developed a pattern of extreme dependency which was fostered by his mother and later by his wife. It carries over to his jobs. He was always unable to move from a temporary secure position, and would work for sub-standard wages and take all kinds of abuse rather than look for another job. Until the age of twenty-six he worked only for relatives, where he felt secure. His selection of pharmacy seems to be related to the fact that his uncle was a pharmacist, and there were also members of his family in the printing field, a field

related to proofreading.

Mr. Sullivan is masochistic, continually punishing himself for his failure to be more aggressive. He allows himself to be pushed around, and tortures himself over imagined episodes of infidelity on the part of his wife. He fails to do the work required for the pharmacy course, and uses the money for other purposes, not because he is lazy or dishonest, but because the pressure upon him is really too great, and he cannot admit this. Finally he escapes by becoming ill, but being a moral person with a sense of responsibility, he is miserable and punishes himself further. His desire to retreat into a world of print, whether or not he understands it, and to build a separate world for himself by writing a novel, shows his fear of reality. He also took several courses in an attempt to compensate for his feelings of inadequacy.

On item 31, "Slightly stronger than average negative feelings", Mr. Sullivan was scored 2, or "towards same sex parent". On resentment of dependence and of domination of family directly expressed, he was scored "little or none" and on the same things indirectly expressed "strong" On "Abasiveness or self-distrust directly expressed", he was scored "some" and on "Fear of failure directly expressed", "strong". On reactions to frustration, he was scored "blames self", and on the same reactions indirectly expressed he was scored "a good deal" and "strong". The first of these reactions was designated as one of particular significance to him. His reaction of sharp competition is unfavorable, and also considered as one of particular significance to him.

<u>Specific way in which client spoils his job chances</u>

By his extreme fear of moving from a temporary secure position, Mr. Sullivan spoils his job chances. Because of this fear he continues to work for relatives for many years, and is unable to look for another job when the one he has is unsatisfactory. He allows himself to be abused and imposed upon and works for sub-standard wages. He had difficulty in concentrating, studies the wrong thing, and becomes ill when the pressure becomes too great. When he gives up training for pharmacy, he takes another job which will not last after the war. His great problem is his dependency, and he marries a woman who fosters this tendency in him.

1. fear of moving from a temporarily secure position
2. tendency to allow himself to be abused and imposed upon
3. difficulty in concentrating and inability to pick out the right things to study
4. tendency to become ill when the pressure on him becomes too great
5. taking a job for which he is ill suited and which will not last after the war - failure to use the war boom in a constructive way
6. marriage to a woman who fosters his dependency and passivity
7. compulsive studying
8. ambivalence about working.

Chapter III

Summary

The specific ways in which these ten individuals spoil their job chances vary, but certain patterns stand out. All of them project their difficulties outward, nine upon the job situation, and there is a general pattern of discontent and complaints. Most of the group want to work for an organization that will provide security. Four want government jobs, three, the armed services. In this way they restrict themselves. It is characteristic of these people that they do not take advantage of the war boom to get training and/or experience which they will be able to use after the war. They also fail to use constructively the suggestions and recommendations given them by the Vocational Counseling Service. The feeling that "I will not give anything to society because society has given nothing to me", is noticeable in this group. Of the seven who are married at the time of counseling, five have made marriages that directly contribute to the spoiling of their job chances. Two become ill when they have to job hunt. Two become ill on jobs when the pressure becomes too great. Two over-reach and expend their energies looking for work at which they will fail, and pass by those jobs at which they could succeed. Four are compulsive studiers. Two refuse to utilize their training. Two have difficulty in concentrating. Three leave jobs that would be an asset to them in terms of post-war employment. Two quarrel with their bosses. All spoil their job chances by the use of behavior patterns which serve mainly as a means of combating their basic feelings of inadequacy, and then feel

more inadequate. In this way they constantly punish themselves.

All of these people retreat from what might be a dangerous situation, a situation in which they will have to compete on their own level and without the help of artificial props. Most do it be remaining on a level below that of the success they might attain, although two retreat from their real problems by over-reaching. In many cases, the client's feeling of inadequacy has been intensified by a poor marriage. This sense of inadequacy seems in each case to have been inculcated in the client during early life.

In the family backgrounds of these clients, similarities can be seen. Parental rejection appears to be a prominent factor causing in these people a sense of insecurity and inadequacy. Eight of the ten clients felt parental rejection in some form. With some it was very direct, with many, it was more indirect, such as death, insanity, alcoholism, remarriage, and the threat of siblings after a long period of being the only child. However, the feeling of rejection was just as strong. In two cases, sibling rivalry seems to have played a major role in the development of a feeling of inadequacy on the part of the client. In three others, it is more indirect and seems to be of less significance, but nevertheless, serves to intensify the individual's feeling of inadequacy. In two cases, spoiling and over-protection causes the individual to fear situations where he must stand unprotected. In one case, the physical defectiveness of all but one child in the family, plus a history of alcoholism and mental abnormality on the paternal side, causes in the client a feeling of resentment against his parents which becomes generalized,

and a feeling of family inadequacy which intensifies the personal inadequacy felt because of the man's own physical defect. In seven other cases there is some sort of parental deviation which probably causes a similar though not so intense a feeling of resentment and inadequacy. In two, this deviation is the psychosis of a parent, in two, the neurosis of the mother, and in one of these cases there is also an alcoholic father. In one case it is a weak father dominated by his wife. He tries to escape by drinking. In one it is a weak mother completely dominated by the maternal grandmother. In one it is illegitimacy. Two of the clients have inherited instability. One of these shows symptoms similar to his father's psychotic symptoms. One has two mental upsets which seem to be psychotic episodes. Nine of the ten clients have poor examples or role models with which to identify. In all of the cases, the type of behavior by which the client spoils his job chances, seems to be related to certain specific factors in his family background.

Chapter IV

Conclusion

In the introduction, the writer stated her intention of giving the scores of ten clients studied on certain items abstracted from the schedule. She also gave her reasons for the selection of these items. The scores have been given as part of each case presentation. They are now presented for the group as a whole, in order to see whether any similarities exist throughout the group.

On item 31, "Slightly stronger than average negative feelings", three clients were scored 1, or "towards both parents" and in one of these cases this reaction was felt to be of particular significance to the client. The other seven clients were scored 2, or "towards same-sex parent".

On item 49, "Resentment of dependence of family directly expressed", two clients were scored as 1, or "strong", two as 2, or "some", and six as 3, or "little or none". On item 57a, "Resentment of dependence of family indirectly expressed", seven clients were scored 1, or "strong", and three as "some".

On item 50, "Resentment of domination of family directly expressed", one client was scored as 1, or "strong", two as 2, or "some", six as 3, or "little or none", and one was omitted. On item 69a, "Resentment of domination of family indirectly expressed", six clients were scored 1, or "strong", with four of these scores being designated as having particular significance for the client. Three clients were scored 2, or "some",

and one was scored 1, or "little or none".

On item 69, "Amount of abasiveness or self-distrust directly expressed", two of the ten clients were scored 1, or "a good deal", five were scored 2, or "some", and three were scored 3, or "little or none". On item 76a, however, "Amount of abasiveness or self-distrust indirectly expressed", all ten of the clients were scored 1, or "a good deal", and in six cases, this was considered to be of particular significance for the client. On item 19a, "Fear of failure directly expressed", three of the ten clients were scored 2, or "some", and seven were scored 1, or "strong". On item 27b, "Fear of failure indirectly expressed", only one client was scored 2, or "some", and nine were scored 1, or "strong". Of these nine, four scores were designated as of particular importance to the client.

On item 22a, "Type of reaction to frustration", three of the clients were scored 1, or "blames self", one was scored 2, or "frenzied or disorganized activity", and six were scored 3, "blames particular persons or groups". In nine of the ten cases the reaction was considered a strong one. In one it was scored as "some".

On item 24a, "Type of reaction to frustration, A", three of the ten were scored 1, or "blames general conditions or bad luck", four were scored 2, or "gets sick", two were scored 4, or "runs away, drinks, or gambles (one of these were scored as of particular significance to the client), and one (Maluf) was omitted, as not fitting into any of these categories. Instead, the comment "renounces personal ambition and becomes disinterested", was substituted. In seven of these cases the reaction

was considered "strong", in three "some".

On item 26a, "Typo of reaction to frustration, B", six of the ten clients were scored 2, or "feels kicked around", and in one of these cases, the reaction was designated as being of particular significance to the client. Two were scored 3, or "renewed striving in the same direction", and one of these was considered to be of particular significance to the client. Two were scored 4, or "renewed striving in new direction", and of these one was designated as of particular significance to the client. Nine of these reactions were scored "strong", and one was scored "some".

On item 54a, "Reaction to work involving sharp competition", all ten clients were scored 1, or "unfavorable", and in six cases this was considered a reaction of particular significance to the client. Because of the wording of the question, it was felt that a score of "unfavorable" was not in itself significant since few people want sharp competition. Out of the eighty cases used in the original study, almost every one was scored "unfavorable" on this item. For this reason only scores which were indicated as of particular significance to the client were considered to be significant. In this group of ten people, six, or more than half, fall into this category.

From these scores, it can be seen that within this small group of people definite similarities exist in reactions which the writer has chosen as important as reasons for, and ways of, spoiling job chances. All ten clients had stronger than average negative feelings toward at least one parent. More than half the group resented the dependence and

domination of their families. All showed a great deal of self-distrust, and more than half showed a strong fear of failure. These last four types of reactions are indirect. There is a discrepancy between them and the direct reactions to the same things, the latter being much less strong. The reactions of the group to frustration vary but the tendencies to project difficulties on externals, to run away (considering illness as a form of running away) and to feel persecuted, or "kicked around" are strong throughout the group.

Indications for further study

The writer is of the belief that work is one of the most important factors in the individual's life. Not only do workers have to spend a great proportion of their lives on the job, so that how they feel while on it is synonymous with how they feel a good part of the time, but their satisfaction with their work and their success in it carry over into and affect the time they have for leisure. Financial success determines to a great extent how much leisure a person has since it determines how many services he can buy. It determines what in the way of recreation and physical comforts he can buy. Even more important, work creates a mental set which influences personal relationships and personal ability. We know from experience with the last depression that unemployment often causes unemployability. We also know that loss of confidence because of inability to work successfully can result in an over-all loss of confidence which makes the individual less able to carry on successful human relationships. It would seem, therefore, that the working out of a method whereby the mistakes made in job determination, placement, and handling

of workers could be reduced, would be a valuable piece of work.

If a correlation could be obtained between certain facts in an individual's early background and development and certain job reactions, and between certain current reactions on the part of that individual to people and situation and his chances of job adjustment and success, this knowledge could be used by both vocational counselors (using the term vocational counselor in a broad sense to include anyone assisting another person with problems connected with work) and industry to reduce the mistakes made in fitting the worker to the job.

The vocational counselor at the present time has to use a great deal of intuition in her work. If a manual of personality factors and specific reactions known to have definite counterparts in job reactions and adjustability could be formulated, the counselor could use it as a means of helping her to spot early in her contacts with a client reactions from which she could predict ways in which the client would behave in specific job situations. She could then steer him to or away from particular jobs, or she could help him to gain insight into his own behavior and the reason for it, and thus help him handle undesirable reactions so that they would no longer handicap him in his work.

The writer feels that since, even with this small group of people, similarities in ways of spoiling job chances and in réactions to work and work situations can be seen, and since in each case these reactions seem to be due to a sense of inadequacy developed during early life, further study along these lines would be of value. She feels, furthermore, that this type of study could be used for the development of a manual of job

reactions which could be used as a valuable guide by a vocational counselor.

Approved,

Richard K. Conant

Richard K. Conant, Dean

APPENDIX

VOCATIONAL RESEARCH SCHEDULE

On the score sheet, circle the number which applies to the client. The row of numbers should be crossed out (----) when there is no information or when the item is not applicable to the client, except where it is otherwise indicated.

I GENERAL DATA ON CLIENT (at time of first VCS contact)

4. Sex: (1) male; (2) female
5. Age: (1) 16-20; (2) 21-26; (3) 27-36; (4) 37-60
6. Ethnic: (----) Negro; (1) Yankee; (2) Irish; (3) Italian; (4) other
7. Social class: (1) lower-lower; (2) upper-lower; (3) lower-middle; (4) middle-middle or higher
8. Relief history; (1) considerable; (2) some; (3) little or none
9. Health: (1) poor or handicapped; (2) fair; (3) good
10. Mental health: (1) psychotic; (2) neurotic; (3) some neurotic tendencies or symptoms; (4) normal type of physical or mental illness or handicap
11. Physical-mental index of change: (----) worse; (1) the same; (2) somewhat better; (3) much better
12. School training: (1) 8th grade or less; (2) some high school but not finished; (3) finished high school but no more; (4) some college

13. Specialized training: (----) none, either in high school or later; (1) some, but only in high school; (2) some, outside high school; (3) a good deal, outside high school

14. Impact of depression: (----) too young; (1) unemployment; (2) employed off and on; (3) poorly paid work; (4) impact not severe

15. Year of first contact with V. C. S.: (1) 1934-36; (2) 1937-1940; (3) 1941-1944

16. Amount of contact: (1) little; (2) average; (3) a great deal

II EARLY LIFE OF CLIENT

17. Number of adults usually in client's home: (1) one; (2) two; (3) three; (4) four or more

18. Number of older children in home: (----) none or no information; (1) one; (2) two; (3) three; (4) four or more

19. Number of younger children in home: (----) none or no information; (1) one; (2) two; (3) three; (4) four or more

20. Shifts or breaks in family membership: (1) considerable, and significant to client; (2) some; (3) few or none; not significant

21. Illness of client as a child: (1) a great deal; (2) some; (3) little or none

22. Illnesses in the family: (1) a great deal; (2) some; (3) little, or no more than average

23. Economic pressure on family: (1) severe; (2) some; (3) little or none

24. Strength of family organization or integrating values: (1) weak, disorganized and/or chaotic; (2) fair; (3) strong
25. Strength of religion in family: (1) weak, or non-existent; (2) fair; (3) strong
26. Strength of affection between parents; and/or harmony in the home: (1) little or none; (2) some; (3) a great deal
27. Rejection felt by client in family: (1) severe; (2) some, or occasional; (3) little or none
28. Favoritism felt by client in family: (1) a great deal; (2) some; (3) little or none
29. Adverse reaction to same-sex parent or parent-substitute: (1) felt lack of adequate contact; (2) felt parent had unrealistic expectations; (3) felt parent fluctuated or was ambivalent in attitude; (4) felt parent paid no attention to him
30. Adverse reaction to opposite-sex parent or parent-substitute: (1) felt lack of adequate contact; (2) felt parent had unrealistic expectations; (3) felt parent fluctuated or was ambivalent in attitude; (4) felt parent paid no attention to him
31. Slightly stronger than average negative feelings: (1) toward both parents or parent-substitutes; (2) toward same-sex parent; (3) toward opposite-sex parent; (4) toward neither parent
32. Slightly stronger than average positive feelings: (1) toward neither parent or parent-substitute; (2) toward same-sex

parent; (3) toward opposite-sex parent; (4) toward both parents

33. Deviation (an older family member with whom client has had contact is "deviant" through delinquency, psychosis, alcoholism, neurosis, etc.): (1) severe; (2) some; (3) little or none

34. Role model (older person - parent, uncle, sibling, etc. - whom client resembles most and with whom he has had sufficient contact for identification): Details: (1) poor; (2) fair; (3) good

35. Unsuitable role assumption: (1) prematurely having to fill role of same-sex parent; (2) opposite-sex parent; (3) opposite-sex child; (4) continuing in baby role

36. Sibling rivalry: (----) none; (1) with same-sex younger sibling; (2) same-sex older; (3) opposite-sex younger; (4) opposite-sex older

37. Intensity of sibling rivalry: (1) strong; (2) some; (3) little or none

38. Playmates and pals: (1) non-participation; (2) some; (3) active participation

39. School experience: (1) poor; (2) fair; (3) good Details:

40. Ambivalence toward early home: (1) strong; (2) some; (3) little or none

41. Independence: (1) persisting dependent relationship: (2) only partially successful attempt to gain independence; (3) suc-

cessful in gaining independence

42. Over-all judgment; (1) poor; (2) fair; (3) good

43. Positive or helpful influence deriving from spouse or family: (1) little or none; (2) some; (3) a great deal

III MATURE LIFE OF CLIENT

44. Family status: (----) unmarried, living at home; (1) unmarried (or widowed or separated), not living with family; (2) married, living with spouse; (3) married and living with spouse and children; (4) alternates living at home and away from home (either parents or spouse, etc.)

45. Repetition or continued reenactment of early family patterns: (1) very strong; (2) some; (3) little or none

46. Reversal of early family patterns: (1) very strong; (2) some; (3) little or none

Details:

47. Strength of mutual affection with spouse or family: (1) little or none; (2) some; (3) strong

48. Ambivalence or fluctuation of feelings toward family with whom he is in closest contact: (1) very strong; (2) some; (3) little or none

49. Resentment of dependence of family directly expressed: (----) not applicable or no information; (1) strong; (2) some; (3) little or none

50. Resentment of family's or spouse's domination directly expressed: (----) not applicable or no information; (1) strong;

(2) some; (3) little or none

51. Emotional, etc. dependence on spouse or family: (1) strong; (2) some; (3) little or none

52. Undue tendency to depend on outside aid not only financial (from relatives, public or private agency or friends): (1) strong; (2) some; (3) little or none

53. Reaction to aid: (1) accepts it as if it were owed him; (2) passive acceptance; (3) resentment; (4) eagerness to make restitution

54. Amount of delinquency: (1) a great deal; (2) some; (3) little or none

55. Family loyalty or its equivalent: (patriotism, union, etc.)

56. Over-all judgment of family adjustment: (1) poor; (2) fair; (3) good

57. Index of change in marriage or family situation: (----) worse; (1) the same; (2) somewhat better; (3) much better

IV CLIENT'S FIRST JOB(S)

58. Initiative in getting it: (1) little or none; (2) some; (3) a great deal

59. Conflict (with family, school or self) over getting it; (1) a great deal; (2) some; (3) little or none

60. Work performance: (1) poor; (2) fair; (3) good

61. Satisfaction in the work itself; (1) little or none; (2) some; (3) a great deal

Details:

62. Personal relations on the job: (1) poor; (2) fair; (3) good

Details:

63. Repetition, or tendency to continue getting the same kinds of jobs and reacting to them in the same way: (1) a great deal; (2) some; (3) little or none

64. Over-all judgment of reaction to first job or jobs: (1) poor; (2) fair; (3) good

V CLIENT'S REACTIONS TO COUNSELING

65. Lateness or breaking of appointments: (1) a great deal; (2) some; (3) little or none

66. Emphasis on eagerness to get work: (1) a great deal; (2) some; (3) little or none

67. Constructiveness of thought about jobs: (1) little or none; (2) some; (3) a great deal

68. Amount of information about jobs: (1) little or none; (2) some; (3) a good deal

69. Amount of abasiveness or self-distrust directly expressed: (1) a good deal; (2) some; (3) little or none

70. Fear of the responsibility he must assume in the counseling situation: (1) a great deal; (2) some; (3) little or none

71. Amount of active participation in interview situation: (1) little or none; (2) some; (3) a good deal

72. Reaction to tests, interpretation and suggestions, A: (1) Apathetic, noncommittal reaction; (2) annoyance at having his fixed ideas about himself and the job situation altered; (3)

over-confidence, cockiness; (4) "objective" reaction

73. Strength of above reaction: (1) strong; (2) some; (3) little or none

74. Reaction to tests, interpretation and suggestions, B: (1) self-protectiveness, unwillingness to reveal feelings; (2) emotional expression of positive feelings about suggestions; (3) emotional expression of negative feelings about suggestions; (4) stress on amount of encouragement felt

75. Strength of above reaction: (1) strong; (2) some; (3) little or none

76. Reaction to tests, interpretation and suggestions, C: (1) confused reaction; (2) hypochondriacal excuse making; (3) competitive reaction; (4) release of energy, stimulation

77. Strength of above reaction: (1) strong; (2) some; (3) little or none

78. Accuracy of client's appraisal of his work equipment: (1) poor; (2) fair; (3) good

79. Client's amount of insight into his needs or problems: (1) little or none; (2) some; (3) a good deal

80. Confidence in approaching employers: (1) little or none; (2) some; (3) a good deal

4a. Personal dependence shown toward counselor: (1) a good deal; (2) some; (3) little or none

5a. Ambivalence or fluctuation of feeling toward counseling: (1) a good deal; (2) some; (3) little or none

6a. Subsequent activity in response to counseling: (1) little or none; (2) some; (3) a good deal

7a. Over-all judgment of counseling response: (1) poor; (2) fair; (3) good

8a. Index of change in job or vocational orientation: (----) worse; (1) the same; (2) somewhat better; (3) much better

9a. Positive change primarily due to: (1) improved job conditions; (2) counseling; (3) maturation; (4) other factors

Details:

10a. Profit from counseling, A: (1) kept client going through a difficult period: (2) primarily through appraisal of his abilities; (3) primarily through knowledge of external resources; (4) primarily through gaining insight into his emotional problems

11a. Profit from counseling, B: (1) primarily the district worker profited from appraisal of the client; (2) primarily the client gained knowledge of how to approach employers; (3) primarily the client revised his fixed ideas about himself and jobs; (4) primarily the client was reinforced in his previous plans and/or gained self-confidence

Details (combinations of above items):

VI CLIENT'S GENERAL PATTERNS AND REACTIONS TO JOBS

12a. Amount of interest in learning: (1) little or none; (2) some; (3) a great deal

13a. Amount of interest or energy devoted to leisure-time activities:

(1) little or none; (2) some; (3) a great deal

14a. Amount of thought about jobs: (1) little or none; (2) some; (3) a great deal

15a. Group or solitary outside activities: (1) solitary; (2) both group and solitary; (3) group; (4) activities with family

16a. Strength of goal orientation/and effort, or ability to make long range plans: (1) little or none; (2) some; (3) a great deal

17a. Rigidity of goal orientation, or unwillingness to change set ideas: (1) strong; (2) some; (3) little or none

18a. Impulsivity, or lack of ability to defer or work for gratification: (1) a great deal; (2) some; (3) little or none

19a. Fear of failure directly expressed: (1) strong; (2) some; (3) little or none

20a. Willingness to risk disappointment or frustration: (1) little or none; (2) some; (3) a great deal

21a. Amount of tolerance for frustration: (1) little or none; (2) some; (3) a great deal

22a. Type of reaction to frustration: (1) blames self; (2) frenzied or disorganized activity; (3) blames particular persons or groups; (4) devil-may-care attitude

23a. Intensity of above reaction: (1) strong; (2) some; (3) little or none

24a. Type of reaction to frustration, A: (1) blames general conditions or bad luck; (2) gets sick; (3) wants to get even, as

by chiseling; (4) runs away, drinks or gambles

25a. Intensity of above reaction: (1) strong; (2) some; (3) little or none

26a. Type of reaction to frustration, B: (1) hopeless, "limp" attitude; (2) feels "kicked around"; (3) renewed striving in same direction; (4) renewed striving in new direction

27a. Strength of above reaction: (1) strong; (2) strong: (3) little or none

28a. Insistence on getting along solely by himself and making his own decisions: (1) a great deal; (2) some; (3) little or none

29a. Reliance on "pull" or favoritism in job-getting; (1) a great deal; (2) some; (3) little or none

30a. Reliance on counseling, courses, etc., as "magical" means for job-getting or getting ahead: (1) a great deal; (2) some; (3) little or none

31a. Reversal, or compulsive tendency to follow patterns opposite to his earlier work or family situation: (1) a great deal; (2) some; (3) little or none

32a. Repetition, or compulsive tendency to reenact earlier work or family situation: (1) a great deal; (2) some; (3) little or none

Details:

33a. Tendency of client to spoil his own job chances (by being unnecessarily tardy, touchy, etc.): (1) strong or repeated;

(2) some; (3) little or none

34a. Relation of job difficulties to personal difficulties: (1) very close relation; (2) some; (3) little or none

35a. Ambivalence about jobs or vocation: (1) a great deal; (2) some; (3) little or none

VII REACTIONS OF CLIENT TO SPECIFIC TYPES OF WORK

36a. Manual or manipulative: (1) simple or unskilled, such as loading, construction digging, feeding a machine, carrying stock; (2) semi-skilled, requiring 3 or 4 days learning, such as manual operations in paper box manufacturing or receiver in unloading and recording or manipulating press where some understanding of the process is required; (3) skilled, requiring a knowledge or dexterity like assembling from blue prints or power machine stitching

37a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

38a. Clerical: (1) simple recording or entering on cards or marking; (2) semi-skilled typist, office machine operator or stock clerk; (3) skilled stenographer, clerical position where computing is done (bookkeeper), all round shipper

39a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

40a. Sales: (1) chain store or retail selling; (2) route or other selling requiring more persuasion, as inside work with wholesale company; (3) very persuasive and involving large amounts

of money, such as debit or specialty or wholesale selling

41a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

42a. Mechanical (involving knowledge of mechanical relationships): (1) helper jobs, such as auto mechanic helper; (2) semi-skilled auto body work or specialist on one machine tool such as drill press; (3) craftsman or journeyman or repair involving trouble-shooting, or all around machinist

43a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

44a. Service: (1) unskilled laundry or hotel work, bell boy, porter, bus boy, counter girl, mother's helper; (2) more skilled, hand ironer in laundry, short order cook, waiter, complaint clerk; (3) chef, room clerk, building superintendent

45a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

46a. Outdoor or moving around; (1) messenger, unskilled farm work; (2) truck driver, milker, tractor operator, fish cutter; (3) all around farmer

47a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

48a. Supervisory: (1) foreman of small group and with limited responsibility; (2) foreman of larger group with greater responsibility - hiring, firing, teaching; (3) superintendent, involving technical knowledge and responsibility for industrial

relations

49a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

50a. Technical or professional (such as artistic or scientific): (1) requiring short training and some skill, such as retouching, fitting, millinery, inspecting; (2) lab technician, time study man, drafting, designing; (3) architect, engineer, other fields requiring years of study

51a. Reaction: (----) no information, or no such jobs held; (1) unfavorable; (2) indifferent or variable; (3) favorable

52a. Job change index: (----) changed to job requiring less skill; (1) approximately same amount of skill; (2) somewhat more skill; (3) a great deal more such skill

53a. Changed categories of work: (1) a great deal; (2) somewhat; (3) little or none

Details:

VIII <u>REACTIONS OF CLIENT TO SPECIFIC CONDITIONS OF WORK</u>

(Scoring for Section VIII: (----) no information, or no such jobs held by client; (1) unfavorable; (2) indifferent or variable; (3) favorable; (4) of special significance to the client). Does he like work involving--?

54a. Reaction to work involving sharp competition:

55a. Reaction to work involving little or no competition:

56a. Reaction to work where there are good possibilities of advancement:

57a. Resentment of dependence of family more indirectly or unconsciously expressed: (1) strong; (2) some; (3) little or none

58a. Reaction to work where client can receive a good deal of or special recognition on the job when his work effort objectively merits it:

59a. Reaction to familiar work and/or familiar surroundings:

60a. Reaction to opportunities to gain new experience:

61a. Reaction to work where he is "left alone", not closely supervised:

62a. Reaction to work where he is closely supervised:

63a. Reaction to work where good pay is the major reward:

64a. Reaction to work where fitting with the boss is the chief means of getting ahead:

65a. Reaction to work where he is sure of future security:

66a. Reaction to work where he is not sure of future security:

67a. Reaction to work where he can be his "own boss":

68a. Reaction to work where the boss takes a special friendly interest in him:

69a. Resentment of family's or spouse's domination more indirectly or unconsciously expressed: (1) strong; (2) some; (3) little or none

70a. Reaction to work where the boss is domineering:

71a. Reaction to work where there is an atmosphere of favoritism:

72a. Reaction to work where there is an impersonal objective atmos-

phere:

73a. Reaction to work where company features treating him like an individual, not a number:

74a. Reaction to work where hard work or industry are the chief means of getting ahead:

75a. Reaction to presence of congenial fellow-workers:

76a. Abasiveness or self-distrust indirectly or unconsciously displayed: (1) a great deal; (2) some; (3) little or none

77a. Reaction to work which does not involve contact with others:

78a. Reaction to work which involves contact with strangers:

79a. Reaction to responsibility for the performance of his work:

80a. Reaction to work where brains or skill or long-time training are chief means of getting ahead:

(Scoring for Section VIII: (----) no information, or no such jobs held by client; (1) unfavorable; (2) indifferent or variable; (3) favorable; (4) of special significance to the client.)

4b. Reaction to responsibility for supervising or leading others:

5b. Reaction to work which involves the acquisition and use of considerable skill:

6b. Reaction to work which does not involve the acquisition and use of considerable skill:

7b. Reaction to work of a "virile" sort:

8b. Reaction to work of a "non-virile" sort:

9b. Reaction to work commanding relatively high social prestige:

10b. Reaction to work not commanding relatively high social prestige:

11b. Reaction to presence of good physical working conditions:

12b. Reaction to work where aggressiveness or initiative are chief means of getting ahead:

13b. Reaction to work geared in with his abilities:

14b. Reaction to work not geared in with his abilities:

15b. Reaction to work which appears to him as constructive or useful:

16b. Reaction to work where loyalty to the company is the chief means of getting ahead:

17b. Reaction to unions:

18b. Reaction to doing war work:

19b. Reaction to not doing war work during a war period:

20b. Reaction to WPA work:

21b. Reaction to CCC work:

22b. Reaction to NYA work:

23b. Reaction to Civil Service job:

24b. Reaction to being in the armed services:

25b. Reaction to not being in the armed services during a war period:

26b. Reaction to having a sense of group "belongingness" on the job:

27b. Fear of failure indirectly or unconsciously displayed: (1) a great job; (2) some (3) little or none

28b. Reaction to feeling that, (perhaps through a union) he has a certain grasp (at least understanding, if not control) over the forces which affect him in the job situation:

29b. Reaction to lack of above feeling:

30b. Reaction to the necessity for strenuous or exciting exertion:

31b. Reaction to possibility of accidents:

32b. Reaction to work where he can move around or be outside:

33b. Reaction to work where he must "stay put":

IX CLIENT'S GENERAL WORK CAPACITIES AND INDEXES OF CHANGE

34b. Job equipment: (1) very poor; (2) below average; (3) fairly good; (4) very good

35b. Special aptitude(s): (1) none; (2) below average; (3) slightly better than average; (4) good natural talent in some field

36b. Parallel between interests, aptitudes and training: (1) little or none; (2) some; (3) good parallel

37b. Job equipment index: (----) worse; (1) the same; (2) somewhat better; (3) much better

Details:

38b. Ability to use job equipment (with reference to emotional blocks): (1) poor; (2) fair; (3) good

39b. Index of change: (----) worse; (1) the same; (2) somewhat better; (3) much better

40b. Amount of use of client's abilities in jobs or vocations: (1) slight; (2) fair; (3) a great deal

41b. Index of change: (----) worse, or less use; (1) the same; (2) somewhat better; (3) much better

42b. Relation of job equipment to job opportunities, or chances individual had of finding jobs using his job equipment: (1) little or none; (2) some; (3) a great deal

43b. Index of change: (----) worse, or fewer chances: (1) the same; (2) somewhat better; (3) much better

44b. Client's ability or tendency to find jobs or a vocation objectively satisfying his needs: (1) little or none; (2) some; (3) a great deal

45b. Client's ability to feel satisfied: (1) never satisfied whatever the objective situation; (2) only moderately well satisfied if he finds objective satisfaction; (3) well satisfied when he finds objective satisfaction; (4) satisfied even when satisfactions he wanted are objectively lacking

46b. Over-all judgment of satisfaction: (1) little or none; (2) moderate; (3) good

47b. Index of change: (----) worse, or less satisfied; (1) the same; (2) somewhat better; (3) much better

48b. Over-all stability of employment for his particular type of work equipment and prevailing job market: (1) poor (or very unstable); (2) fair; (3) good (how steadily client has worked)

49b. Index of change: (----) worse; (1) the same; (2) somewhat better; (3) much better

50b. Prediction of adjustment in future depression period; (1) poor; (2) fair; (3) good

51b. Over-all judgment of adjustment: (1) very poor; (2) below average; (3) fairly good; (4) very good

52b. Index of change: (----) worse; (1) the same; (2) somewhat

better; (3) much better

53b. Over-all judgment of job achievement: (1) very poor; (2) below average; (3) fairly good; (4) very good

54b. Over-all judgment of vocational achievement (making progress in a vocation): (1) very poor; (2) below average; (3) fairly good; (4) very good

55b. Index of change in vocational and job achievement: (----) worse; (1) the same; (2) somewhat better; (3) much better

56b. Change due to counseling: (----) caused him to become worse; (1) the same; (2) somewhat better; (3) much better

57b. Change due to better job conditions: (----) caused him to become worse; (1) the same; (2) somewhat better; (3) much better

58b. Change due to maturation: (----) caused him to become worse; (1) the same; (2) somewhat better; (3) much better

59b. Previous job experience in private industry or equivalent: (----) none; (1) one or two mediocre or unskilled jobs held years ago; (2) frequent and/or scattered job changes with little skill or knowledge accruing; (3) one or more fairly recent and reasonably stable jobs, contributing to vocational progress; (4) relatively long-term and recent and marketable experience

60b. Relation of vocational goals to experience and/or client's reality situation: (1) little or none; (2) some; (3) a great deal

61b. Index of change in relation of vocational goals to experience and/or client's reality situation: (----) less relation; (1) the same; (2) somewhat closer relation; (3) much closer relation

62b. Role model: (----) parent substitute; (1) confused or ambivalent; (2) opposite sex parent; (3) same sex parent

63b. Generalized or free floating fear: (1) a great deal; (2) some; (3) little or none

64b. Accident proneness: (1) a great deal; (2) some; (3) little or none

65b. Present earnings (if client is in Service, give salary for most recent previous) (----) no information: (1) $34. or less; (2) $35-$50; (3) $51-$70; (4) $71-$125

66b. Percentage of increase over earnings in 1939 approximately: (----) no information (1) under 60%; (2) 60%-149%; (3) 150%-250%; (4) 251%-400%

67b. Working hours per week (present): (----) no information; (1) 44 or less; (2) 45-48; (3) 49-60; (4) 61-75

68b. Civil Service: (1) unskilled; (2) semi-skilled; (3) skilled

69b. Reaction: (----) no information, or no such jobs held: (1) unfavorable; (2) indifferent or variable; (3) favorable

70b. Contribution of present job(s) to long-term employment outlook: (1) poor; (2) fair; (3) good

71b. Over-all judgment of early life; index of change in marriage or family situation (items 42 and 57 combined): (1) low;

(2) average; (3) high

72b. Constructiveness of thought about jobs; index of change in job or vocational orientation (items 67 and 8a combined): (1) low; (2) average; (3) high

73b. Job equipment; job equipment index (items 34b and 37b combined) (1) low; (2) average; (3) high

74b. Ability to use job equipment; index of change (item 38b and item 39b combined): (1) low; (2) average; (3) high

75b. Amount of use of client's abilities in jobs or vocation; index of change (items 40b and 41b combined): (1) low; (2) average; (3) high

76b. Over-all judgment of satisfaction; index of changes (items 46b and 47b combined): (1) low; (2) average; (3) high

77b. Over-all stability of employment for his particular type of work equipment and prevailing job market; index of change (items 48b and 49b combined):

78b. Over-all judgment of adjustment; index of change (items 51b and 52b combined): (1) low; (2) average; (3) high

79b. Over-all judgment of job achievement; (items 53b, 54b, 55b combined): (1) low; (2) average; (3) high

80b. Relation of vocational experience and/or client's reality situation (items 60b and 61b combined): (1) low; (2) average (3) high

NOTE ON ITEMS 71b through 80b. Unlike any other items, the scores for these items were derived statistically from the original items

combined.

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